



DANESHOLME INFANT ACADEMY

SEND Information Report

Introduction

The purpose of this document is to clarify to Academy staff, Academy Advisory Councillors and parents how the special educational needs of pupils are managed at the Danesholme Infant Academy and how the Greenwood Dale Foundation Trust policy is put into practice.

Objectives

- To effectively identify and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

The kinds of Special Educational Needs and disabilities provided for:

- Communication and interaction – for example: Autism Spectrum Conditions (including Asperger's Syndrome) Speech and Language difficulties.
- Cognition and learning – for example: dyslexia, dyscalculia, dyspraxia, moderate learning difficulties.
- Social, Emotional and Mental Difficulties – for example: ADHD, attachment disorder, mental illness or depression.
- Sensory and/or physical needs – for example: visual/hearing impairment, motor skills difficulties, cerebral palsy.

For information on admissions please click here:

<http://www.danesholmeinfantacademy.org/page/?title=Admissions&pid=34>

Identification of Pupils with SEND

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of an ongoing observation and assessment which identifies differences between progress, attainment and achievement – pupil progress meeting etc
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-school information, parental concerns
- Concerns raised on entry to the Academy in any year group or concerns raised by previous school
- Liaison with Local Authority or other outside professional
- Concerns raised because a child is under the care of the Local Authority

Provision

SEN provision is identified before formal statutory assessment. This stage can provide a graduated response in order to meet a pupil's special needs.

Targeted Specialist – Child needs a range of outside specialist support.	<ul style="list-style-type: none"> • Child has multi agency involvement • Child will be working towards, or will already have, a EHC plan. • Inclusion Manager/SENDCo to seek advice where necessary from outside specialists. • Training for adults involved in the care of the child to be regular. • Specialist assessments are used to recognise steps in learning. • Monitoring of the support given to the child through range of means and by a range of specialists. • Parents are contacted frequently and kept up to date on the day to day progress of the child through a key adult.
Targeted – Child needs resources and support from one or more outside agencies	<ul style="list-style-type: none"> • 'Cycle of Support' in place and reviewed regularly • Advice sought by Inclusion Leader/SENDCo to outside agencies. • Child will be working towards , or already have, a Co ordinated plan in place. • Additional Training may be needed to support the child in school. • Additional arrangements and time will be needed in order for the child to receive specialist support. • Monitoring by Inclusion Manger/SENDCo and other outside specialists. • Complete CAF and start TAC
Universal Targeted – Needs are not being met through QFT	<ul style="list-style-type: none"> • First point concern form received by Inclusion Manager • 'Cycle of support' put in place using resources from <u>within school</u>. • Advice sought from Inclusion Manager/SENDCo and members of SLT • Progress monitored through analysis of extra and additional support that has been given • Monitoring by Inclusion manager through individual observations of the child • Half termly 'Structured Conversations' with parents to discuss progress of child and next steps- Class Teacher and Inclusion Manager/SENDCo to attend. • Use of additional assessments , where needed.
Universal – has an identified additional need but is progressing well	<ul style="list-style-type: none"> • Needs met through quality first teaching • Advice sought through Phase Leader and other teachers • Progress monitored through Pupil Progress Meetings and data captures • Monitoring by inclusion Manager through Learning Walks/ Book Scrutinies/ Pupil Interviews • Parents evenings used by Class Teacher as a time to share what is working well and next steps for the child • Training for students and NQTs. • Access to training as appropriate. • Whole school policies and procedures in place.

Progress and Assessment

Progress will be measured against the National Expectations of levels. Where children have complex needs and progress is achieved in small steps, the use of P scales or reference to EYFS Development Matters will be used from Key Stage 1. The assessment and recording of progress is monitored termly.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available to parents at reviews, parent consultations and annual reports.

Staff Development

Those staff involved in SEND are:

- Special Needs Co-coordinator (SENDCO)
- The Principal and Head of School
- Family Support Worker
- Teaching Assistants (TAs)
- Class Teachers

These staff have experience in:

- Autism
- Dyslexia
- Speech Language and Communication needs
- Emotional and behavioural needs
- Physiotherapy

We encourage all staff to take up training opportunities, attending relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND. Training needs are identified through CPD and at whole school level via the SEF.

This year (2020-2021) staff have received training in:

- Speech and Language
- Phonics
- Microsoft Office 365 Accessibility and Inclusive Learning Training Paths

The Academy will liaise with transfer schools, pre-schools etc. and other additional outside agencies, including:

- Educational Psychology

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/information-and-support-for-families.aspx>

- Referral Management Centre for children and young people

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/health-services/11146-children-and-young-peoples-referral-management-centre-rmc-nhs>

- ADHD, ASD and Aspergers

<https://www.nhft.nhs.uk/children-and-young-people-adhd-aspergers>

- Speech and Language (SALT)

<https://www.nhft.nhs.uk/childrens-salt>

- Community Paediatrics

<https://www.nhft.nhs.uk/consultant-community-paediatrics>

- Children's services 0-19

<https://www.nhft.nhs.uk/0-19>

Equipment and facilities:

- Visual supports
- Using ICT to record

- Using concrete apparatus
- Sloped writing boards
- A site which is accessible to wheelchair users
- A disabled toilet
- Support to communicate with families with English as a second language may be provided.
- Access to advice regarding specialist equipment and adjustments to the school environment from external agencies e.g. Physiotherapist, Occupational Therapist.

Pastoral Support

The Academy has a pastoral system in place to support children with their social and emotional development. Each pupil has access to support from:

- Class teacher
- Teaching Assistant
- Family Support Worker

Our Attendance, Anti-Bullying and Behaviour and Exclusion policies are available from the Academy office or are published on our website.

Involving Parents and Children

Parents who have a concern about their child or who would like to discuss their child's SEND provision should contact the class teacher in the first instance. If concerns continue then a meeting may be arranged with the SENDCo or the Principal. Parents are invited to termly parents' evenings and to reviews with outside professionals where appropriate. When possible we involve children in the setting and reviewing of targets and provision. They may also contribute their views through: one page profiles, questionnaires and the school council.

Note: Under current Covid-19 restrictions, parent meetings are conducted, where possible, via telephone, Microsoft Teams or similar GAT approved channels.

Transition

The Academy will liaise with transfer schools, pre-schools etc. and other additional outside agencies before a child starts at the academy. An enhanced transition plan may be implemented if necessary.

Some children will have an enhanced transition plan if parents and staff feel it is appropriate.

Monitoring and Evaluation

The SENDCo will monitor and update children's provision using the assess-plan-do-review cycle. The SENDCo will be responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, staff meetings and reviews. Vulnerable groups such as pupil premium, FSM, EAL etc. will be monitored, as will attendance and exclusion data for SEND pupils.

Activities Outside the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

Adaptations made to the curriculum and the learning environment of children and young people with SEND.

The Advisory Council

Danesholme Infant Academy has an established advisory council that currently includes:

Charlotte Krzanicki – Trust Senior Education Advisor
Carol May – Principal

**The SENDCO at Danesholme Infant Academy is Mrs Kathryn Martin.
Contact her on 01536 741732.**

Review Date: 1-2-2021

Next Review Date: 1-2-2022