



SEN Information Report September 2020

Improving Education Together.



Academy Transformation Trust's Offer on Special Educational Needs and Disability.

Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential

We believe that:

- all children deserve a first-class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. ATT recognizes that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

Caldmore Primary Academy –Information Report

Academy Address

Caldmore Primary Academy

Carless Street

Walsall

WS! 3RH

Head of School: Hilary Mitchell

SENCO: Emma Brereton

Mrs. Brereton can be contacted on the following number 01922 721359

1. What kinds of SEND does the academy provide for?

The Special Educational Needs 'Code of Practice' (2014) states that there are four main areas of need. These areas are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or physical

The academy provides for a range of needs within these areas. Some pupils may have needs in more than one area and needs can change over time.

2. How does the academy know if students need extra help and what should I do if I think my child may have special educational needs?

Students may be identified as having Special Educational Need (SEN) at any stage of their education. This may be a long term difficulty requiring continuous support, or a short term difficulty requiring a specific intervention. A student that is lower academically does not necessarily have special needs. It could be that they need extra support to fill in gaps within their learning, to enable them to achieve their best.

Information about your child's special needs may come from a variety of sources:

- Testing from reading and spelling/ any other testing on entry to academy
- Observations
- Parental concern
- Teacher / Learning Support Assistant concern
- Transfer information from previous academy

If you feel your child may have a specific need then speak directly to your child's class teacher or the SENCO Mrs. Brereton.

3. How will the curriculum be matched to my child's needs?

Teachers plan based on children's needs, against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help such as pre-teaching. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. If a child is identified as having a special need, they

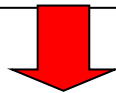
will be given a Plan, Do, Review, these replace IEPs. Targets will be set according to their area of need. These will be monitored by the class teacher and teaching assistants weekly and the SENCo three times per year. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

Questions and activities during lessons may be adapted for groups or individuals. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer software may also be used to support learning.

4. How does the academy identify children who may have a specific need?

Assessment and quality first teaching

For children who do not appear to be making satisfactory progress, a graduated response is recommended. Firstly, the class teacher differentiates the work according to the child's ability within the classroom setting, paying attention to classroom organisation, teaching materials and teaching style.



Plan and Do

When a child is still not making progress equal to that of their peers, the class teacher should consult with the SENCO. Following consultation with parents /carers, examination of work undertaken, and scrutiny of the LA Criteria, a decision may be made to put ... specific interventions in place. At this point, the class teacher should provide interventions which are additional to or different from those provided as part of the academy's usual differentiation and everyday strategies. Records will be kept to inform the next stage and your child will have a plan where targets are set to meet the individual needs of your child. Your child will work on these targets with the support of an adult.



Review

The child's progress is reviewed by the Academy by all interested parties, including the child, parents / carers, class teacher and SENCO. At the review, there are three possible outcomes.

- The child may have made sufficient progress to return to Quality First Teaching and Learning.
- The child may need to have opportunities to continue with existing or further interventions to support their needs.

What happens if my child needs to be referred for outside advice?

At this stage, the SENCO and class teacher will ask parents for permission to approach external services who will provide advice and / or support. Using the advice from outside agencies, strategies which are additional to or different from those previously tried are put in to action. Once guidance has been given from outside agencies and if your child has shown not to make any progress, the academy will apply for an EHC plan (Educational Health Care Plan).

5. What specialist services and expertise are available at or accessed by the academy?

Staff are able to deliver a range of interventions including communication, literacy and maths boosters.

A range of specialist services can be accessed including

- Special Educational Needs and Disability Service (SEND)
- Speech and Language Therapists
- Educational Psychologist Service
- Educational Welfare Officer
- Children and Young People's Services
- School Nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy

- Visually Impaired Teachers
- Physiotherapy
- CADMUS Inclusion

Referrals can be made to Special Academy Outreach for children with statements of Special Educational Needs or Education, Health and Care Plans. An Educational Psychologist is allocated to each academy. An EP would normally only work directly with pupils whose needs are quite considerable and who have not responded well to the interventions previously put in place for them. This involvement is planned by the SENCo with the permission of parents/carers. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. She will offer advice to the academy and parent/carers on how to best support the pupil in order to take their learning forward.

- *Becci Hawes provides our support from Cadmus Inclusion.*
- *Sumeya Rassal and Annie Teather our Speech and Language therapists.*

SEN support practitioners and learning support assistance.

We currently have a team of highly trained LSA's who deliver specific interventions throughout the academy. These staff members are specifically trained to deliver these interventions and are regularly monitored by the SENCO and attend regular training updates. Some of the interventions that we can deliver include;

- Toe by toe
- Colorful Semantics
- Early Talk Boost
- Wellcomm
- Lego Therapy
- Dyslexia friendly programs (Beat Dyslexia and Active Literacy)
- Social and emotional interventions

- Work station approach
- Memory Fix
- Alphabet Arc
- Augmentative communication
- Makaton
- Widget in print

Nurture Room

We have purpose built intervention rooms named The Garden Room and Rainbow Room that lead to an undercover area that can be accessed all year around. Children can access the Rainbow room whenever they feel the need. The focus of the Rainbow room is to support children with their emotional needs. This room can also be used a safe place to support our parents and carers.

Speech and language support

We have a speech and language advisor on site once a week. She works with children who have SALT targets and also oversees Wellcomm Language intervention.

Disabled changing area.

We have two lifts within school to ensure that children with disabilities which result in them using a wheel chair can access all areas of the school. We also have a large changing room that is accessible for all wheelchair users. In this area we have an electronic changing bed.

6. How will I know how my child is doing and how will you help me to support my child's learning?

In addition to the normal academy reporting process, all parents/carers of children with an Education, Health, and Care plan (EHCP) are invited to come in to academy every term to review the child's statement/plan and progress. The views of parents/carers are a vital part of the review and as necessary, outside agencies may be invited to attend too. You will be

invited in each term to discuss how you feel your child is progressing. This meeting will take place with you, your child, the class teacher and SENCO.

7. How will my child's progress be monitored and supported?

Each child who has an additional need will receive a Plan, Do, Review which is formulated with the SENCO, class teacher, parents and the child. This plans focus on the children's aspirations and goals as well as the provision that the child requires. This will be reviewed termly and be discussed with parents. As well as this class teachers are required to submit data to the SENCO every term and attend termly pupil progress meetings with the senior leadership team to discuss progress. Regular monitoring of interventions and lessons takes place by the SENCO to check the quality of the provision on offer.

8. What training are the staff supporting students with SEND had or are having?

The academy ensures that all staff continue to develop knowledge, skills and understanding in the field of SEND by liaison with the SEND team to provide for all training needs which are required by the academy staff to ensure all targets may be met. There is an ongoing training to support in areas including: Speech and language difficulties, Dyslexia, Dyspraxia, as well as regular training in Child Protection and working with Looked after Children.

9. How will my child be included in activities outside the classroom, including academy trips?

All of our students with additional needs are supported and encouraged to be **fully** involved in **all** areas of academy life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate. Any issues around SEN/medical/physical needs will be discussed with parents as necessary. We are an inclusive academy which endeavors to provide opportunities for all children to participate in activities including visits and clubs. When planning visits, children's needs are considered and where necessary adjustments are made or additional support provided in consultation with parents.

Where this is not possible, every effort will be made to provide a suitable alternative. Risk assessments are carried out and procedures are put in place to enable children to participate. If the academy or a health and safety risk assessment suggests that a child requires 1:1 support due to their particular needs the academy are able to provide this.

10. What support will there be for my child's/young person's overall wellbeing?

All students are supported by their class teacher and class teaching assistants. We also have a pastoral support team who can help with specific difficulties. Children with SEN may have more support in class, and at break and lunchtimes if needed. Caldmore Primary is aware of the needs to safeguard the well-being of all students. Management of first-aid arrangements are supervised by the Academy First-Aider with additional training provided as necessary, with any treatment of first aid/medication given being recorded. If it is considered necessary for a student to have an Individual Health Care Plan due to a significant health condition, this will be carried out in consultation with the Academy's First Aider and any other health care professional involved with the young person. For more complex needs students, an Education, Health & Care plan (EHC plan) will be discussed. This is a person-centred approach, which ensures within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision making.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the academy with support from appropriate health professionals and in partnership with parents and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **supporting pupils at academy with medical conditions (DfE) 2014**.

Care planning meetings: Care planning meetings are held regularly for children who have additional medical needs Plans are reviewed and amended if needed.

11. How accessible is the setting/academy/college environment?

The school has a Single Equality Scheme and an Accessibility Plan which is updated annually. The school is on two levels but with easy access to all classrooms. Where there are stairs, classrooms can be accessed by a lift. There are suitable toilet facilities for children with disabilities and a changing area with an electric changing bed.

Advisory teachers from SEND services alongside occupational health and physiotherapy services support the school with advice and equipment where possible to ensure the school is accessible for pupils with disabilities. Specialist equipment is available for pupils with specific physical difficulties to ensure accessibility.

12. How will the academy prepare and support my child to join the academy or the next stage of education and life?

Children joining the Reception or Nursery class are invited to play and stay sessions. This enables a smooth transition and children settle well. The SENCO attends Annual Review meetings for children due to transfer. Children joining mid-term may be supported by learning mentors according to their needs. When children transfer to other settings, staff from the academy liaise with the new setting to share information and plan transition work and visits. This may include staff accompanying children and their parents on such visits. Staff from Secondary schools are invited to review meetings from year five.

13. How are the academy's resources allocated and matched to children's special educational needs?

The academy receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the academy to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the academy may be allocated Additional Educational Needs funding. This

funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

14. How is the decision made about what type and how much support my child will receive?

Decisions about support will be agreed at pupil progress meetings according to children's needs and progress. Some support may be recommended by outside agencies and this will be implemented wherever possible. For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher parent and other relevant staff as appropriate. Children with statements of Special Educational Needs or Education, Health and Care Plans will be allocated the level of support recommended. This decision will be reached when the plan is being produced or through the annual review process.

15a How will our child and young person be involved in the decisions about their learning?

Pupils' views are sought and the curriculum planned to meet their needs and interests. Each class elects two representatives to the academy's junior leadership team. Pupils are also members of pupil voice groups. 'All About Me' documents include information from the child and children's views are sought during reviews.

15b. How will we be involved in the decisions about the learning of our children and young people?

Parents/carers of children with identified special education needs are encouraged to contribute to pupil plans and 'All About Me' forms. They will be able to discuss the support their child is receiving via a review which will be held three times a year. Structured conversations are held and parents' views are sought through the Annual Review Process for pupils with an Education, Health and Care plans. Parents are invited to meet with professionals from outside agencies.

16. How are parents involved in the academy? How can I be involved?

We have an Open Door Policy and parents are welcome to speak to staff at mutually agreed times either face to face or by telephone. Members of the Senior Leadership Team and members of the pastoral team are available at the beginning and end of the academy day.

Regular newsletters are sent home. Parent consultation meetings are held each term and there is an annual report on your child's achievement.

Parents are encouraged to attend workshops, celebration assemblies and invited to share other events throughout the year linked to the academy curriculum.

17. What do I do if I want to make a complaint?

Most complaints can be resolved informally or by making an appointment at the academy office to see the class teacher or Principal.

Complaints will be dealt according to the academy's complaints policy. A copy of this can be found on the academy website.

18. What other support is available to parents and how can I contact them?

Walsall SEND Information, advice and Support Services is a service which provides free, accurate, impartial, confidential, information, advice and support relating to special educational needs and disability (SEND) for parents/carers, children and young people 0-25 yrs.



<http://www.wald.co.uk/kb5/walsall/asch/localoffer>