

## SEND Information Report

Policy Ref:	Educ 020
Status	Statutory
Purpose	To set out a clear approach to SEND at the Academy
Committees	Staff and Pupil Well being
Issue date	September 2021
Review Date	September 2022

### Introduction

1. At Discovery Academy we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We believe that all teachers are teachers of special educational needs.
2. This offer will ensure that the school meets the needs of learners identified in the revised SEN code of Practice 2014. It will ensure that no learners, especially those with SEN or disability, are discriminated against. This offer will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

### Aims and objectives

3. Through this offer we aim to:
  1. Ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum.
  2. Ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
  3. Recognise and record students' strengths and successes to encourage a positive self image.
  4. Ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

### Who is in charge of SEND at Discovery Academy?

4. The leadership of SEN is the responsibility of the Principal. Mrs Oldham has over 20 years' experience of teaching and has worked in a variety of settings in a variety of leadership roles. Mrs Oldham has completed the NASENCo award that SENCo's must now hold.

5. Mrs Oldham is supported by the SENCO Mrs Julie Mayers. Mrs Mayers will teach and coordinate provision for pupils with SEND.

### **What additional teaching and learning support is given to children with SEND?**

6. In addition to the procedures and structures that are in place for all children in Discovery Academy, children with additional educational needs can access:
  - A broad and balanced curriculum with their peers.
  - High expectations of independence and outcome.
  - Differentiated support within the classroom. (By task, outcome, support: adult or resourced)
  - A differentiated curriculum where appropriate, particularly in English and Maths (Basic skills: Reading, writing, number, money and life skills)
  - 1:1 and small group work with experienced TA's, who are supported and/or directed by class teachers or SENCo.
  - Specialist programs of support. We will run programs of work to support children with Dyslexic behaviours and difficulties, Dyspraxia, gross and fine motor difficulties, Speech and language therapy, reading comprehension difficulties and vocabulary acquisition.
  - Specialist support from Educational Psychologists, Pupils support services (including CLASS, BLIS, Advisory teachers, Sensory team), Multi-Agency Autism team (MAAT) Speech and Language therapy services, and Health (Occupational Therapy, Physiotherapy, CAMHS (Children and Adolescent Mental Health Services)) if required.

### **How are the staff supported to help children with SEN?**

7. All class teachers at Discovery Academy work closely with the SENCo and SSA to ensure that the children in their class, who have additional SEN needs, are supported and their needs addressed.
8. To support the staff at Discovery Academy, all staff have access to INSET training as appropriate. They are also included in all layers of support for children in their class therefore if required they meet with other agencies and professionals to discuss the needs and recommendations that are made for the children. If required or specific to a child, staff can also access external training provided by the LA or by private companies.

### **What adjustments can be made for children with SEN?**

9. All SEN children are expected to work alongside their peers with work being differentiated to meet their needs. There may be occasions where some children are grouped specifically according to need. This may include:
  - Working in a mixed Key Stage group
  - Working in a year group that matches the level of attainment
10. During end of key stage examinations, tests and tasks, reasonable adjustments are made for children with SEN.
11. This may include:
  - Not sitting the exam
  - Rest breaks
  - 1:1 readers/ scribes
  - Quiet, familiar place to work
  - Use of ICT equipment
  - Adaptations of the test/ text/ task e.g Braille, enlarged text, coloured overlay/paper

12. Any adjustments that are made are supported by being well planned and part of the regular practise and procedure for the child.

### **How does the Academy liaise and work with parents?**

13. Discovery Academy has a comprehensive website, where this offer will be available to view. In addition to this offer, the website will also indicates all staff and their roles within the school.
14. Discovery Academy does offer an open door policy. Parents and carers can request meetings with teaching staff before and after school. The Deputy Principal is also available to discuss any issues or concerns regarding children's pastoral needs. If required, a request to meet with the Executive Principal can be logged at the school office also.
15. At Discovery Academy children and parents are able to give their views about the school. All children take part in an annual online survey, where they answer questions and give their views about the school. This is also offered to parents. In addition, the school also operates a comments book which is situated in the main entrance hall and parents are encouraged to make comments.
16. All children are able to read their annual report and give a written comment about their learning over the year. As well as a yearly written report, parents are invited to two parents evenings each year. In addition, as part of the schools Assertive Mentoring system, all children are set targets half termly that they review with their teacher using a colour coded system. This information is shared with parents.

### **What time is available to discuss my child's SEN targets?**

17. In addition to the above, children who receive additional interventions for their SEN difficulty have three reviews per year. These will usually be with the parent and class teacher but on occasion the SENCo and other professionals may be present. These reviews allow the children to give their views about the additional support that they have received to support their needs. During these reviews, parents are encouraged to give a verbal response which is recorded and ask any questions regarding their children needs. If parents are unable to attend, staff will endeavour to reschedule meetings for a suitable time. If this is not possible, then staff ensure that written feedback of the review is sent home so that parents can then respond afterwards.

### **Annual reviews**

18. For children who have Education, Health and Care (EHC) Plans, there will be an annual review in line with when their EHC plan was finalised. At this review all professionals involved are invited to a person-centred planning review which is planned and attended by the child. At this review, the child creates a presentation to ensure that his/her viewpoints are included in any decision making regarding further support. If the child is in Year 5, the LA request that the Assistant Education Officer also attends this meeting to ensure that provision for high school transition is clearly identified and planned for before entering Year 6.

### **How will the school support my child's transition to high school?**

19. Choosing an appropriate high school for your child can seem like a daunting task. The pastoral team are available to support ALL parents who may require support accessing the online application process or arranging visits to see their local high school.

20. The school SENCo is always on hand to support parents who have children with SEND during the application process. This may be support in completing the application, creating a list of questions to ask about SEN provision or supporting parents with visits.
21. All children attend transition days at their high school. Meetings are held with all high schools to ensure that the school knows important information about your child. The SENCO at Discovery Academy liaises with the SENCOs at the high school also. All documentation from review meetings are shared to ensure that the receiving school are well prepared to meet your child's needs.
22. Where appropriate, the schools Pastoral Manager may attend a preparatory visit with a child so that they are prepared for their transition day.

### **How will my child be kept safe?**

23. Risk assessments are carried out as and when they are needed. A Risk Assessment is carried out for all off-site trips. This enables all staff to become aware of a pupil's individual needs and how these requirements can be addressed.
24. The class teacher has overall responsibility for the pastoral, medical and social care for every child in their class. However, they are supported by the Pastoral team which is led by the Associate Principal.
25. The Academy site is wheel chair accessible with a disabled toilet large enough to accommodate changing. Parking is available close to the school entrance.
26. The Academy website provides details of Bullying, Child Protection and Safeguarding policies.
27. All staff teach the children about staying safe on the Internet.
28. There are members of staff who are first –aid trained. (See First Aid and Medications Policy)
29. The Academy has a positive approach to all types of behaviour and has a clear and effective reward system in place. (See Behaviour Management Policy)
30. Attendance of every child is monitored on a daily basis and lateness and absence are carefully monitored. (See Attendance and Registration Policy)
31. The Governing Body are responsible for monitoring Safeguarding and Child Protection Procedures.
32. All visitors into school have the appropriate Safeguarding checks in place before they come.
33. The Associate Principal is the designated member of staff with responsibility for Safeguarding and Child Protection.

### **What help will my child receive if they have medical needs?**

34. The Academy's pastoral team, led by Mrs Oldham, are responsible for the emotional health and

wellbeing of the children at Discovery Academy. This of course means that the Pastoral and SEN teams work closely together.

### **Medicines**

35. If a child is ill, the school will administer medication as part of a care plan, if written consent is given by the parents. However, if the dose can be administered out of school hours by the parents then this will be discussed.
36. If a child has persistent absence linked to a health need, the pastoral team may request a meeting with parents and invite other relevant health care staff to support the family and child. Further information can be found in the First aid and Medicines policy.

### **Care plans**

37. Care plans will be created to help support a child attend school during a period of illness. The purpose of the care plan is to ensure that all relevant staff are aware of the medical needs of a child and what procedures are in place to keep the child and other children safe.

### **What extra-curricular activities are available at Discovery Academy?**

38. A varied extra-curricular programme is available to offer experience outside of the classroom to all children.
39. All learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as favourably as others, and given appropriate access to the curriculum, teaching and learning and when appropriate extra-curricular activities.