

SEND Information Report

Policy Ref:	STAT 013B
Status	Statutory
Purpose	To set out a clear approach to SEND at the Academy
Reviewed	September 2025

Key to abbreviations used in this report

ASC	Autism spectrum condition, also referred to as autism or ASD (Autism Spectrum Disorder)
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
CAMHS	Child Adolescent Mental Health Services
EHCP	Educational Health Care Plan
MAAT	Multi Agency Autism Team
MARS	Multi Agency request for service
SALT	Speech and language therapy
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator

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 SEND 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.
3. Further information about the Local Authority's Local Offer can be found at www.tameside.gov.uk/localoffer

Aims and objectives

4. 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?

5. The leadership of SEN is the responsibility of the Principal. Mrs Oldham has over 25 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.
6. Mrs Oldham is supported by the SENCO Mrs Julie Mayers. Mrs Mayers completed the NASENCo award in 2023. Mrs Mayers will teach and coordinate provision for pupils with SEND. She is the first port of call for all SEND provision and discussions.
Email: jmayers@discovery.victoriousmat.org
7. Our SEND governor is can be found on the school website.
8. At Discovery Academy we follow the assess, plan, do, review cycle. We use a graduated approach and carry out joint objective planning with parents, the child and other professionals as appropriate.

Assess

How is a child identified as SEN?

9. Each term, teachers and senior leaders hold meetings called Pupil Progress meetings to discuss attainment and progress. Within these meetings, the teacher identifies SEN children and their provision as well as children who are giving concern and/or showing difficulties in areas of learning, SEMH and Social communication.
10. Discussions are held between SENCo, SLT and teachers about individualised next steps.
11. Parents are requested to discuss these issues and give permission for their child to be allocated SEN Support status and permission for any assessments that may be conducted. Parent voice is also collected
12. Parents can also arrange to meet with the SENCO (Mrs Mayers) to discuss needs they have noticed, especially at home at any time of the year.
13. We have an SEN register. On this register a child's status may be
 - **Monitoring** – this status is used when the teacher or parent has concerns about their child linked to SEN needs, but an assessment or observation needs to take place to determine if further support is needed. This status is also used for children whose needs have been identified, but the needs can be met through high quality teaching and adaptations within the classroom.

- **SEN support** – a need or barrier to learning has been identified and an adjustment and support or an intervention is taking place. Children on SEN support have an IEP which has targets set by the school or other professionals. These targets are reviewed termly.
- **Educational Health Care Plan** – the child has specific needs which have been identified by the local authority and a plan which is followed and reviewed annually or every 6 months if the child is under 5.

14. SEN needs can be assigned to four categories of need as identified by the SEND code of practice

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and physical needs.

15. A child may have needs in one or more of the categories. The needs can also change as the child moves through school.

16. Currently the school conduct the following assessments: Once the assessment is complete, the correct pathway is identified and targets are set. If required, referrals are completed.

Area of need	Assessment	Looking for symptoms of	At what age can this assessment take place?	What referral could this lead to?
Cognition and learning	Phonological awareness	Dyslexia	Reception or above	We would work on areas of difficulty in school and reassess as appropriate
	Literacy screener	Dyslexia	A child needs to be 7 years old for us to carry out this assessment	We would work on areas of difficulty in school and can also consult with Tameside's advisory teacher Amanda Edwards. Parental consent is needed to do this consultation. The literacy screener would be repeated after a term working on the areas of weakness.
	Numeracy screener	Dyscalculia	A child needs to be 7 years old for us to carry out this assessment	
	Visual stress assessment	Dyslexia	Reception or above	This assessment is used to see if a coloured overlay will help the child with their reading. If helpful the child will have an overlay to keep in school and an overlay to use at home.
Communication and interaction	Speech sound screener	Speech sound difficulties	Any age	An NHS ISCAN referral with parental permission.
	Wellcomm	Speech and language difficulties	All Nursery children are screened at 3.5 years Reception children are screened on entry	An NHS ISCAN referral with parental permission.

			to Reception Year 1 children are screened as appropriate	
	Pre-referral social communication questionnaire	Social communication, social interaction, imagination and flexibility and motor and organisational needs	Any age	After working on targets in school for 12 weeks this can lead to a MAAT referral which is assessed through CAMHs. A MARS referral is completed and sent to CAMHs to send this referral.
Social, emotional mental health	QB check as required – not essential to send an ADHD referral	ADHD/ADD	A child needs to be 6 years old for us to carry out the QB check or submit an ADHD referral	An ADHD referral which once triaged is assessed through CAMHs. A MARS referral is completed and sent to CAMHs to send this referral.
Sensory and physical needs	Sensory screening tool	Children being under sensitive, over sensitive or sensory seeking	Any age	An ISCAN sensory referral and sometimes a sensory profile being completed
	Fine and gross motor coordination assessment	Motor coordination needs	Any age	An ISCAN motor coordination referral which can lead to the child being assessed by an occupational therapist

17. The Assess, Plan, Do cycle is implemented. Targets are reviewed after 12 weeks of input.

Plan

How are the staff supported to help children with SEN?

18. All class teachers at Discovery Academy work closely with the SENCo to ensure that the children in their class, who have additional SEN needs, are supported and their needs addressed.
19. Once a need has been identified, the plan to reduce or overcome any barriers to learning is created. This may be an adjustment, support or an intervention. These may be specific to an area of need or specific to an area of the curriculum.
20. Specific interventions we use include
- Interventions provided by SALT
 - Speech sound interventions
 - Wellcomm interventions
 - Zones of regulation
 - Social communication groups
 - Social skills groups
 - Lego therapy
 - Motor skills United
 - Write from the start
 - Beat Dyslexia
 - Lexia

- Launchpad for Literacy
- Rapid phonics
- SNIP spelling programme
- Flippity spelling games and practice
- Precision teaching
- Boxall profile
- SEMH profile
- Growth mindset
- Starve the anxiety gremlin
- There's a volcano in my tummy

21. Adjustments may include physical resources. Physical resources include

- Using technology to read or record work either verbally through recording answers, using speech to text or through typing up work using a word processor or Clicker
- Wobble boards, wobble cushions, wedge cushions, chair bands, fidgets, chewelry to help children sit still and concentrate
- Visual timetables, now/next boards, first/then boards, core communication boards
- Feeling keyrings, feelings sheets, daily debrief sheets
- Visual prompts for vocabulary, instructions, task lists
- Visual overlays, handwriting grips, sloped writing boards
- Ear plugs or ear defenders
- Blankets, weighted blankets, calm corners in classrooms,
- Personalised calm bags for break/lunchtime
- Timers
- Reward charts

22. All staff have completed autism awareness training and all teachers and teaching assistants have completed or are working towards completing foundation level speech and language training. Additional training completed by the SENCo or other members of staff is shared as appropriate. Staff receive training about particular needs children may have as well as training on programs or strategies to help reduce or remove barriers to learning, for example Clicker.

23. 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.

24. The SENCO (Mrs Mayers) works closely with the Well-being mentor (Miss Bentley-Dawson) who can offer support with needs linked to mental health, support for the family through Early Help, referrals to the counsellor who comes to school and referrals to the school nurse.

25. The SENCO has completed training about children born prematurely and needs these children may have. This training will be shared with teachers and teaching assistants in the 25/26 year.

Do

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

26. 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, motor coordination difficulties, gross and fine motor difficulties, Speech and language therapy, reading comprehension difficulties and vocabulary acquisition. In addition, programmes are used to support a number of Social, Emotional and Mental Health (SEMH) difficulties inc ADHD and anxiety.
- Specialist support from Educational Psychologists, Pupils support services (Tameside Specialist Support outreach service), Sensory team including the Visual Impairment (VI) and Hearing impairment (HI) teams), Speech and Language therapy services, and Health (Occupational Therapy, Physiotherapy, CAMHS (Children and Adolescent Mental Health Services)) if required.

What adjustments can be made for children with SEN?

27. 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
28. During end of key stage examinations, tests and tasks, reasonable adjustments are made for children with SEN. This may include:
- Not sitting the exam
 - Rest breaks
 - 1:1 readers/ scribes
 - Quiet, familiar place to work
 - Extra time
 - Use of ICT equipment
 - Adaptations of the test/ text/ task e.g., Braille, enlarged text, coloured overlay/paper
29. Any adjustments that are made are supported by being well planned and part of the regular practise and procedure for the child.

Review

How does the Academy liaise and work with parents?

30. 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.
31. Discovery Academy does offer an open-door policy. Parents and carers can request meetings with teaching staff after school. The SENDCo (Mrs Mayers) is also available to discuss the needs of children. The Well-being Mentor (Mrs Bentley-Dawson) is also available to discuss any issues or concerns regarding children's pastoral needs. If required, a request to meet with the Deputy Principal or Principal can be logged at the school office also.

32. 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.
33. As well as a yearly written report, parents are invited to two parents' evenings each year. At these meetings Parents may share their concerns around their child.

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

34. 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.
35. Parent and pupil voice are important parts of our review process. These reviews allow the children to give their views about the additional support that they have received to support their needs.
36. During the review meeting 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, then staff ensure that written feedback of the review is sent home so that parents can then respond afterwards.
37. When the Assess Plan Do Review cycle is complete, the interventions are reviewed for success. If the interventions have not had the necessary impact, then further assessment may take place or further time given depending on context and individual circumstances. This could be a re-assessment of the initial assessment or if need required could be a referral to the Educational Psychologist for addition assessment and advice.
38. After reviews, if there is limited success in the targets being met, the school may apply for an Educational Health Care Plan (EHCP). Parents can also apply for an EHCP themselves if they feel their child needs more support than school can give. Parents are advised to discuss EHCPs with the SENCo.

Annual reviews

39. 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 as appropriate. At the review, the EHCP outcomes are discussed and progress towards them is reviewed. We discuss what we are pleased about, what is going well, what we are concerned about and what we are going to do next. The EHCP can be amended during the meeting if appropriate. The review paperwork is then emailed to the school's EHCP caseworker who will carry out additional actions as appropriate.

Additional important information

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

40. All transitions within school are planned carefully. For the transition between classes, the class teacher and teaching assistant start to get to know the children before September, through transition morning and through informal times such as break times. They meet the previous teacher for information about the class and individual children and parents can meet with the new teacher if necessary.
41. 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.

42. 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.
43. 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 is shared to ensure that the receiving school are well prepared to meet your child's needs.
44. 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?

45. 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.
46. 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 Principal.
47. The Academy site is wheelchair accessible with a disabled toilet large enough to accommodate changing. A lift is available to access the upper level of our school. Parking is available close to the school entrance.
48. The Academy website provides details of Bullying, Child Protection and Safeguarding policies.
49. All staff teach the children about staying safe on the Internet.
50. There are members of staff who are first –aid trained. (See First Aid and Medications Policy)
51. 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)
52. Attendance of every child is monitored on a daily basis and lateness and absence are carefully monitored. (See Attendance and Registration Policy)
53. The Governing Body are responsible for monitoring Safeguarding and Child Protection Procedures.
54. All visitors into school have the appropriate Safeguarding checks in place before they come.
55. The 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?

56. 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

57. 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. The medication must be prescribed.
58. 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

59. 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?

60. A varied extra-curricular programme is available to offer experience outside of the classroom to all children.
61. 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.

Complaints

62. All complaints are handled in the same way. Please refer to the complaints policy on the website for further details.
63. In the first instance, raise concerns with the teacher. Then with Mrs Mayers. After that, with Mrs Oldham and then with the Local Governing Board.
64. The Academy advocates for parents to contact Together Trust Tameside SENDIASS for advice and support.

Contact details are:

Email - Tamesidesendiass@togethertrust.org.uk

Website – Togethertust.org.uk/SENDIASS

Telephone – 0161 359 8005