

SEN Information

Report

January 2017

Introduction

Woodnewton Academy Trust aims to build a community of prosocial, emotionally competent, independent learners who:

- develop a love for learning
- excel academically
- are inspired to realise their aspirations and
- become engaged citizens with a global understanding

by challenging all children within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every child. It is with these values in mind that we support children with special educational needs and disabilities at Woodnewton – a learning community.

What is the SEND Information Report?

The SEND Information Report uses the Local Authority Local Offer to meet the needs of pupils with SEND as determined by academy policy, and details the provision that the academy is able to make. The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information must be reviewed annually and any changes made during the year should be updated as soon as possible (taken from the SEN Code of Practice). This SEND Information Report is written to comply with the Children and Families Act, 2014.

What is the Local Offer?

Northamptonshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND). Northamptonshire's Local Offer is available here: www.northamptonshire.gov.uk/localoffer. It tells parents how to access services in Northamptonshire and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

This report details the academy's contribution to the Local Offer.

What kinds of special educational needs are provided for at Woodnewton – a learning community?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

We are able to offer specialist support for children with difficulties in this area by accessing the Woodnewton Team for Inclusion's Social and Communication specialist, and their Speech and Language Therapist.

Within the academy, teachers use Communicate in Print to support children with communication and interaction difficulties. Visual timetables, now and next boards and workstations may also be implemented depending on a child's needs.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and experience associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

We are able to offer specialist support for children with difficulties in this area by accessing the Woodnewton Team for Inclusion's Specialist Dyslexia Teacher.

Multi-sensory approaches to teaching are used to support children with difficulties with cognition and learning. Class teachers are mindful of where they place children in the classroom with these difficulties, ensuring they are near the front of the classroom and that they have access to visual resources to support their learning.

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We are able to offer specialist support for children with difficulties in this area by accessing the Woodnewton Team for Inclusion's Specialist Teacher for Emotional Learning. We also have a KS1 Resourced Designated Special, Nurture Group provision and we will refer to the SEMH panel should we wish to access this.

We take a pro-active approach to supporting children with these difficulties and a Positive Intervention Plan (PIP) may be put in place. This will identify clear strategies for supporting children with their behaviour. We are currently operating a rolling programme for training our staff in Theraplay informed practices to ensure the consistent use of 'sunshine circles' across the academy. We also have a Learning Mentor who is specially trained to support children with these difficulties.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with a MSI

have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. We are able to support children in school through gross and fine motor skills interventions, as well as providing aides, such as posture packs, to support children with these difficulties in school.

Who are the best people to talk at Woodnewton – a learning community about special educational needs?

The Class Teacher

Parents should speak to their child's class teacher in the first instance.

Responsible for:

- Checking on the progress of the children in their class and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and communicating with the SENDCO.
- Writing and reviewing Additional Support Plans (ASPs) (formally IEPs).
- Writing and reviewing Positive Intervention Plans (PIPs).
- Personalising teaching and learning for children as identified on their ASP/PIP.
- Ensuring that the academy's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.
- Overseeing the support for children provided by teaching assistants.
- Ensuring that parents are involved in supporting their child's learning.

The SENDCO

Responsible for:

- Developing and reviewing the academy's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the academy, so that they can help children with SEND in the academy to achieve the best progress possible.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing their child's progress
- Liaising with all the other people who may visit / liaise with the academy to help support children's learning, e.g. Speech and Language Therapist, Educational Psychologist, Community Paediatrician etc. Updating the academy's SEND register (a system for ensuring that all the SEND needs of pupils in this academy are known) and ensuring that appropriate records are kept.

The SEND Governor:

Responsible for:

- Taking a strategic role in over-seeing SEND within the academy.
- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.

How are children with Special Educational Needs identified and assessed at Woodnewton – a learning community?

At Woodnewton a learning community children may be identified as having a special educational need in the following ways:

- Liaison with the previous educational setting / community services.
- Tracking information – is the child performing below age expected levels?
- Academy based assessments carried out initially by the class teacher e.g. GL assessments
- Concerns raised by parents
- Concern raised by academy staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

Children with special educational needs are assessed in the same way as their peers. This might include:

- Academy based assessments carried out initially by the class teacher e.g. GL assessments, Salford reading tests or Assertive Maths.
- Summative judgements made about a child's progress throughout the academic year.
- Daily assessment of teaching and learning.

To identify their specific needs or to assess their learning, children with SEND might also be assessed in the following ways:

- The use of assessment tools such as the Boxall Profile.
- They might be assessed by a specialist, for example:
 - A specialist dyslexia teacher
 - An educational psychologist
 - A speech and language therapist
 - An occupational therapist

All children with SEND follow "the assess, plan, do, review cycle" for identifying and assessing individual targets.

What are the approaches for teaching children with SEND at Woodnewton – a learning community?

a) Level 1 - Class teacher input, through targeted classroom teaching (Quality First Teaching)

This means:

- That the teacher has the highest possible expectations for all the children in their class.
- That all teaching builds on what children already know, can do and can understand.
- That different ways of teaching are in place, so that children are fully involved in the learning in class. This may involve the use of visual resources, including Communicate in Print, and practical resources to support understanding, such as Numicon.
- That there are specific strategies (which may be suggested by the SENDCO) are in place to support a child with their learning.
- Specific gaps in learning can be targeted through group work in the class setting.

b) Level 2 – SEND Support / Involvement of Outside Agencies

Intervention programmes which may be:

- Run in the classroom or a group room/ area
- Run by a teacher or a teaching assistant (TA)
- Run 1:1 or in small groups
- SENDCO Observation and advice.
- Request through Referral Management Service for additional assessment / advice from agencies outside of the academy.
- This may be from: Local Authority services e.g. Educational Psychology/Child and Adolescent Mental Health Team (CAMHS), Health Professionals – Community Paediatrics, OT, Physiotherapy. Sensory support services such hearing or visual impairment specialist teachers.

c) Level 3 –Support

This means that despite ongoing assessment, intervention and advice from outside agencies, a child is still not making expected levels of progress for their age. Concerns remain and a child may require an application for High Level Needs Funding to assist the school in maintaining the required level of adult ratio and intervention appropriate for the child.

What could happen:

- Parents and carers will be asked for permission for the academy to refer their child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help parents and the academy to better understand a child's particular needs and be able to support them more effectively.

- If appropriate, the specialist professional will work with a child to understand their needs and make recommendations as to the ways the child is given support.
- In some instances, professionals will make recommendations that they should offer short periods of block therapy to support a child with their learning.

d) Specified Individual support

For a few children who are on SEND support, the involvement of external agencies may lead to an application for an Education, Health and Care Plan. This type of support is available for children whose learning needs are severe, complex and life-long. This means the child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. These children have specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

How the EHC process works:

- The academy or parents/carers can request that the Local Authority carry out a statutory assessment of a child's educational, social, emotional and sensory / medical needs. This request will outline why they or the parents and carers feel this assessment is necessary.
- This information will be shared by a professional panel and they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment.
- If this is the case, they will ask parents, and all professionals involved with the child, to write a report outlining the child's needs.
- After the reports have been received, a panel will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If it is not the case, they will ask the school to maintain their current provision for the child.
- At this stage parents have the right to appeal the decision – if they appeal they will be invited to attend a Mediation Meeting with representatives from the Local Authority, school and if parents have contacted them – a representative from the Independent Advisory Support Service (IASS.) At this meeting, parents will be able to discuss their case and present any further information that they feel is relevant.
- The EHC Plan will outline long- and short-term goals for the child and it may also recommend that the child attends an alternative provision which is more appropriately suited to meet their complex needs.
- An additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including them which follow the advice of the external professionals involved. Other resources may also be secured through this funding, but this is a collaborative decision involving education or health care professionals and the parents

How can parents/carers let the academy know they are concerned about their child's progress?

If parents have concerns about their child's progress, they should speak to their child's class teacher initially. If the concerns remain, they can make an appointment with the SENDCO.

How will the academy let parents know they have concerns about a child's progress?

If a child is identified as not making progress, the academy will set up a meeting to discuss this with their parents/carers in more detail to:

- Listen to any concerns they may have.
- Plan any additional support the child may need.
- Discuss any referrals to outside professionals to support the child.

How will the Woodnewton – a learning community involve parents/carers in their child's learning?

We will involve parents/carers by:

- Listening to and respecting their views about their child.
- Inviting them to a review with their child's class teacher to discuss the child's specific targets.
- Keep them informed about their child's progress and provide guidance about activities that can be done at home.
- Sharing concerns with parents about their child's learning.

- Discussing ways forward with a child's learning
- Requesting parent's permission to involve our Inclusion Team or External professionals.

Children with Education and Health Care Plans will also have an additional formal meeting each year to review the targets detailed in the plan. This is called the Annual Review. All relevant agencies will be invited to the review and/ or share their views via a report. The SENDCo will then write an Annual Review Report documenting progress made and any changes needed, and send this to the Local Authority.

How will the academy involve children in their learning?

The views of children with SEND are considered as part of the process of planning specific targets on the Additional Support Plan (ASP). We encourage children to have ownership of their targets and also for parents to support their child's learning. Their views are also collected in the form of a one-page profile and for those children with an EHCP in place; the child completes a "Have Your Say" form. As part of Quality First Teaching, feedback is given to the children to help them understand how they are doing with their work. Opportunities are given for the children to set and review their own targets.

How is extra support allocated to children for special educational needs?

The academy budget includes money for supporting children with SEND.

- Support is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- Where a child's needs cannot be met through the academy's SEND budget, an application for Higher Needs Funding may be made by the academy.
- If a child has an EHC plan, an additional adult will be allocated to support the child with their targets. The adult will work co-operatively and under the direction of the class teacher to record the work completed and to feedback daily to the Class teacher to ensure that the child's needs are met and the targets remain appropriate.

How are children with SEND able to engage in activities available, including educational visits, with their peers?

- Reasonable adjustments are made and each case is taken on an individual basis. A reasonable adjustment may include:
 - Providing additional adult support/asking a parent or carer to support.
 - Preparation for an activity through the use of visual aids or social stories.
- Where necessary specific risk assessments are carried out.

We endeavour to provide equal opportunities for all our pupils.

Who are the other people providing services to children with SEND in our academy?

Academy provision:

- Teaching Assistants working with either individual children or small groups.
- Volunteers and parent helpers work with small groups to support reading.
- The Nurture Group

Trust Provision:

As members of the Woodnewton Academy Trust, we have access to the Team for Inclusion. They are able to offer specific advice to support children in school, based on their specialist areas. They also provide training on SEND matters to both teachers and teaching assistants. There is also a Play Therapist that works across the trust who is able to support children with their social and emotional needs.

Support from External Agencies includes:

- Early Help Assessment team
- Child and Adolescent Mental Health Team (CAMHS)
- Educational Psychology Service
- Northamptonshire Independent Advisory Support Services (IASS)
- Sensory Impairment team

- Local NHS services or Targeted Prevention Team
- Education Entitlement Service
- Specialist Support Service (Including the Portage /Autism Outreach Teams)
- Multi-agency safeguarding hub
- ASD /ADHD Team

What training and support do members of staff have at Woodnewton – learning community to work with children with SEND?

- The SENCO's role is to support the class teacher in planning for children with SEND.
- The academy provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole academy training on SEND issues, such as Communication Friendly Schools, Autism Spectrum Disorder (ASD) and speech and language difficulties and Dyslexia Friendly Schools.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

How will the teaching be adapted for children with SEND?

- Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using P Scales for children working below National Curriculum levels) and will ensure a child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs SEND children where necessary.
- Specific resources e.g. coloured overlays or talking tins, and strategies will be used to support children individually and in groups.
- Planning (including that for P Scales and for specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet a child's learning needs.

How is the progress of children measured at Woodnewton – a learning community?

- The progress of all children will be continually monitored by his/her class teacher.
- Their progress in reading, writing and mathematics will be reviewed formally with members of the Senior Leadership Team through regular pupil progress meetings.
- If a child is in Year 1 or above, and working significantly below the National Curriculum, the P Scales can be used to assess attainment and progress.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The SENDCO will also check that children are making good progress within any individual work, and in any group that they take part in, as part of the monitoring of teaching and learning.
- Regular book checks and lesson observations will be carried out by members of the Senior Leadership Team and Middle Leaders to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- For all children with a statement of special educational needs or an education, health and care plan, an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

How does the school check that the SEND provision is effective?

All levels of provision in the school are subject to regular monitoring and evaluation.

- Class and individual tracking of progress in reading writing and mathematics.
- Observations of whole class, group and individual teaching sessions.
- Tracking progress of identified groups such as SEND.
- Tracking progress and evaluating the impact of intervention groups.
- Monitoring the social and emotional progress of pupils tools such as Boxall Profiles.

- Individual teacher and teaching assistant performance management.
- Regular scrutiny of books by subject leaders and members of the Senior Leadership Team.

What support do we have for parents of a child with SEND?

The class teacher is regularly available to discuss a child's progress or any concerns parents may have and to share information about what is working well at home or the classroom, so that similar strategies can be used.

- The SENDCO is available to meet with parents to discuss a child's progress or listen to any concerns/worries they may have.
- All information from outside professionals will be discussed with parents in person, or where this is not possible, in a report.
- Additional Support Plans or Positive Intervention plans will be reviewed regularly and parents will be invited to attend these reviews.
- Where appropriate, the school may decide to open an Early Help Assessment.

How is Woodnewton – a learning community accessible to children with SEND?

- There is a Disabled toilet / Changing facilities located in the main reception area.
 - Early Years and Key Stage 1 are all single storey buildings.
 - Ramps are fitted for accessibility where necessary.
 - Key Stage 2 – all years groups have the option of ground floor classroom provision.
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- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
 - Breakfast and After School Club provision is accessible to all children, including those with SEND.
 - Extra-curricular activities are accessible for children with SEND.
 - Quiet areas are provided for children who need a space to support their emotional needs.

How does Woodnewton a learning community assess a child's progress? How are parents kept informed?

- Each child who is on the SEND register will have an Additional Support Plan (ASP) that will be planned and reviewed regularly. These plans will be discussed with parents on a regular basis.
- All children with an existing Statement or Educational Health Care Plan will have an Annual Review.
- Parents will be invited to review Positive Intervention Plans with the class teacher on a regular basis.
- The school has an open door policy and parents are welcome to make an appointment to see a member of staff at a mutually convenient time.
- All children have annual school report issued to parents and carers in July.

How does Woodnewton – a learning community support children when they are joining the academy? Leaving the academy? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us from another educational setting:

- Children will be able to visit our academy to meet key adults and explore the environment.
- They may be given the opportunity for additional visits, where appropriate, to help to prepare them for their move to the academy.
- The SENDCO at Woodnewton will contact the SENDCO at the previous setting or school to arrange a transition meeting to ensure that we have the relevant information to best support children with SEND who are new to the school.

If a child is moving to another educational setting:

- We will contact the SENDCO at the new educational setting and ensure they know about any special arrangements or support that needs to be provided. Where possible, a transition meeting will take place with the SENDCO from the school/academy and they may arrange a visit to the child in their current class before they move.
- We will make sure that all records are passed on as soon as possible.

When moving classes within the academy:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- All children will have the opportunity to spend a day with their new teacher on 'transfer day'.
- Some children will participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCO and class teacher will discuss any specific needs with the SENDCO of the child's secondary school. Where appropriate, a transition review meeting, to which parents will be invited, will take place with the SENDCO from the new school to share relevant information relating the child.
- Children may participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- The children will have the opportunity to visit their new secondary school, and in some cases, staff from the new school will visit children at Woodnewton.

How will we support the emotional and social development of children?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we also offer:

□ Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers, for example, Stop Think Do, PALS, Circle of Friends, Growing Optimism. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.

Theraplay Activities- both group and individual.

- Additional sports activities before / during school. (Project Ability)
- Lunchtime and playtime support through planned activities and groups with the Learning Mentor.
- Some children will be able to access our Nurture Group provision.
- Opportunities for Sensory Breaks mid- session.

How do you support Looked After Children with SEND?

Any child who is a Looked After Child (LAC) with SEN or Disabilities will access the same support as any other SEND child in our school. Their needs will be reviewed in a Personal Education Plan (PEP) meeting and the relevant Local Authority who is responsible for the child will be invited to all meetings. Additional support for a LAC child will be decided at a PEP or SEND review meeting. Consideration will be given to the additional needs a looked after child may have besides their SEND difficulties. We have a Specialist Teacher for Vulnerable Children.

Who to contact if you need to make a complaint:

In the first instance parents/carers should speak to the child's class teacher. Should there still be a concern; parents/carers are welcome to contact the SENDCO or the CEO.

Links with Other Services;

Educational Psychology Service:

Contact Number: 01604 630082

Email: Educpsychology@northamptonshire.gov.uk

Specialist Support Service for Autism and SEND

Email ; sss@northamptonshire.gov.uk

Visual Impairment Service

Email : vis@northamptonshire.gov.uk

Hearing Impairment Service

Email : deafchildren@northamptonshire.gov.uk

Specialist Support Services General Enquiries Tel: 03001261000

Education Entitlement Team:

Contact Number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

IASS (Information & Advice Support Services) can support parents and carers if they have any concerns over any aspect of their child's education e.g. transfer to secondary school, support arrangements in school or if they are at risk of exclusion. They provide a confidential helpline.

Tel: 01604 636111

e-mail : contact@iassnorthants.co.uk

Virtual School for Looked After Children:

Contact Number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtualschool/Pages/default.aspx>