

# The kinds of special educational needs and disabilities provided for

## Communication and Interaction

- Autism Spectrum Conditions (inc. Asperger's Syndrome)
- Speech and Language Difficulties Cognition and Learning
- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties

## Social, Emotional and Mental Difficulties

- ADHD
- Attachment disorder

- Mental Illness–Depression • Self harm
- Sensory and/or physical needs
- Vision/ hearing impairment
- Motor skill difficulties

Identifying children and young people with SEN and assessing their needs.

- Meetings with Parents
- Liaison with specialists at planning meetings
- Progress monitored by teachers as part of on going observation and assessment which identifies differences between progress,



attainment and achievement – this is formally recorded 6 times each year

- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-Nursery information, parental concerns
- Concerns raised on entry to school in any year group or concerns raised by previous school
- Concerns raised because a child is under the care of the local authority

- The name and contact details of the SENDCO.
- SENDCO Mrs D Pilcher  
Tel 01754762059
- Executive Principal Mrs R Pryme
- Head of School Mrs K Lewis–Bettison



Consulting parents of children with SEND and involving them in their child's education.

- Initial discussion re assessment and concerns
- Progress meetings at Parent Consultation
- Written reports
- Informal discussions with Class Teacher at beginning /end of day
- Times of transition if appropriate
- Review cycle

Consulting children with SEND and involving them in their education.

- Sharing targets



- Encouraging self-evaluation
- Involving children in discussions about their learning
- Review of progress

Parents who have a concern regarding the provision for their child's SEN should contact the class teacher in the first instance. Should you remain concerned your specific enquiry should be addressed to the SENCo and then the academy Principal.

## Assessing and reviewing children and young people's progress towards outcomes.

- Plan /do / review / outside agency meetings
- Focused classroom observations
- Teacher assessments



- Academy data collection
- Comparison with national data
- Learning support
- Review meetings
- Written reports
- Additional support
- Additional intervention
- GDFT SEND Education Advisors
- Request for LA involvement
- Access Arrangements
- Requesting an EHC Plan



# Supporting children in moving to and from the academy and between key stages of education.

(should it be felt that your child needs)

- Transition arrangements
- Liaison between settings
- Joint reviews
- Enhanced Transition packages if appropriate
- Information sharing
- TAC meetings
- LA involvement
- CAFs





# The approach to teaching children and young people with SEND.

All pupils with SEND are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible but appropriately challenging for all pupils. Pupils have access to all aspects of the curriculum unless otherwise stated in a published EHC plan.

The quality of every teachers' provision for pupils with SEND is observed, monitored and challenged as part of the academy's quality assurance processes and the teachers' annual performance management arrangements.

The academy provides regular training throughout the year to support teachers in addressing specific SEND ensuring that pupils receive 'quality first teaching'.

Some classes provide additional support in the classroom to help pupils access the lessons. Targeted pupils may access additional learning opportunities to

enrich their learning. Our aim is to encourage and prepare all pupils to become independent learners.

## Evaluating the effectiveness of the provision made for children and young people with SEND.

- Role of the SENDCO in plan / do / review
- Arrangements for monitoring individual progress
- Review meetings
- Responses to concerns re progress
- Regular assessment arrangements –Reading Tests etc
- Provision Maps (whole academy and individual)
- Recording all interventions and outcomes



- Monitoring impact of specialist intervention programmes
- Monitoring staff deployment
- GDFT quality assurance arrangements
- Comparison with national data

How adaptations are made to the curriculum and the learning environment of children and young people with SEND.



Our staff have a variety of expertise and training which support children with additional needs and there is a continual professional development programme for all staff

ELKLAN trained teachers and TA's

TA's with specialist responsibilities

Sensory Circuits

Pastoral Support

Designated TA's for 1-1 and small group support.

Class teachers.

Autism aware TA's

Makaton trained TA's



Staff medically trained by specialist nursing team eg  
Buccalam administration, Tracheostomy care  
Dyslexia and dyscalculia aware teacher's and TA's  
Outside agencies which could become involved if progress  
after intervention and Quality First Teaching include

Educational Psychologist,  
Specialist Teacher's,  
Speech and Language Therapist,  
Occupational Therapist,  
Physiotherapist,  
School Nurse and Specialist Nursing Team



Family Support Worker.

CAMHs

ESCO

You will be consulted and your consent required before a referral is made to any of the above



How children with SEND are enabled to engage in activities available with children in the school who do not have SEND.

- Support to access clubs
- Arrangements to support day trips (if required)

Support for improving emotional and social development.

The provision will provide a graduated response in order to meet a child's individual additional needs

This may include one or more of:-

Adaptations including workstations, visual timetables and nurture playtimes

Class TA targeted support

Differentiated curriculum

Behaviour intervention

Targeted IPM support

Talking time (Nursery) and Time to talk (Reception) social skills intervention.

Targeted IPM support

Support for improving communication and interaction





The provision will provide a graduated response in order to meet a child's individual additional needs

This may include one or more of:-

Class TA targeted support

1:1 reading support and targeted reading support

Targeted IPM support

Talking time (Nursery) and Time to talk (Reception)

Speaking and listening intervention

Speech and Language Therapy programmes

Targeted IPM support

Support for Cognition and Learning



The provision will provide a graduated response in order to meet a child's individual additional needs

This may include one or more of:-

Dyslexia support

Adaptations including workstations, visual timetables and nurture playtimes

Class TA targeted support

Differentiated curriculum

1:1 reading support and targeted reading support

Targeted IPM support

TELL phonics

Literacy intervention.



Maths intervention

Targeted IPM support.

Support for improving Sensory and Physical Development

The provision will provide a graduated response in order to meet a child's individual additional needs

This may include one or more of:-

Class TA targeted support

1-1 support where EHC specification requires

Sensory Cicuits

Occupational Therapist and physiotherapy support

Targeted IPM support



