



SEND INFORMATION REPORT AND SCHOOL OFFER

Reviewed: December 2018

Review Frequency: Annual

Introduction

This SEND Information report is part of the SEND strategy within the Aspire Academies Trust and is partnered with the SEND policy. The report details the provision available and also includes a review of the provision for the preceding year. This report will be available on the individual academy websites as a statutory requirement.

The Aspire Academies Trust strives to ensure that the information contained in the SEND information report is easily accessible to young people and parents and is set out in clear, straight forward language, so that they understand the provision that is available, how they may support their child and how they and their child can contribute to decision making.

Links to other policies

SEND Policy

Supporting pupils with medical conditions policy

Intimate Care policy

Medicines policy

Behaviour policy

Child Protection policy

Legislative Context

The Children and Families Act 2014 requires the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the draft SEND Information Regulations and reflects information required for the local offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

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“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The Aspire Academies Trust also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014). Please refer to the Trust’s Policy.

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All children are welcomed at Aspire Academies Trust whatever their abilities and needs. Aspire Academies Trust is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to raise the aspirations and expectations of all pupils, including those with SEN/D.

We acknowledge that a proportion of pupils will have Special Educational Needs or Disabilities (SEN/D) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

The information contained in this report is aimed at addressing the following questions, frequently asked by parents. The report will be updated annually.

At Knutsford Primary Academy the Special Needs Co-ordinator/Inclusion Co-ordinator is: Catherine Hutchinson

The Governor responsible for SEND/Inclusion is: Susan Heaver

Our SENCO/INCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND.

If you have any concerns regarding SEND/inclusion matters do not hesitate to contact the academy.

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
SEMH	Social Emotional and Mental Health
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service

COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHC	Education, Health and Care Plan
ENF	Exceptional Needs Funding
EP	Educational Psychologist

FSM	Free School Meals
HI	Hearing Impairment
ISP	Individual Support Plan
INCo	Inclusion Co-ordinator
ISW	Inclusion Support Worker
KS	Key Stage
GLD	Global Learning Delay
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment

NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
SLT	Senior Leadership Team
TAF	Team Around the Family
VI	Visual Impairment

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will usually be identified through pupil progress meetings during the year. Those children will be highlighted to all adults working with them and the Inclusion Co-coordinator (INCo) Mrs Catherine Hutchinson, who is employed for 3 days per week.

Additional support will be put in place after discussion or assessments to check on any areas of difficulty that may have been identified. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of this at parent teacher consultations or earlier if necessary. If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be planned through liaison with the class teacher and the INCo. If there is an indicator of a range of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEN issues should in the first case talk to their child's class teacher.

It is important that any background information from previous settings or any relevant medical information is shared between home and school and the INCo will liaise with families to share this information.

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted

intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child.

It is the teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.

The INCo provides in school assessment of pupils, advice, monitoring, and links with outside agencies. There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

The class teachers revise their provision maps at least termly and changes to support are added, these are overseen by the INCo.

3. How will I know how my child is doing?

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and INCo and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed. Those children on an Individual Support Plan (ISP) will have termly meetings to agree targets and discuss next steps.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

4. How will the learning and development provision be matched to my child's needs?

An assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupil's views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted, at an age appropriate level, through this process and are key to decisions about what support they feel will help them. In some instances this will require referring a child to access a specialist support service – the INCo refers to a range of external support services in education and health to access appropriate assessments and guidance for individual pupils.

5. What support will there be for my child's overall wellbeing?

Mrs McConnon is the school's Inclusion Support Worker (ISW) who liaises and works closely with the INCo and is a trained play therapist. She works to provide support for children's social, emotional and mental health needs. The school has a consistent behaviour policy employing the Herts STEPS approach which staff are trained in. Both the Behaviour Policy and Code of Conduct are published on the school website. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff who work with the child including lunch time staff. All children who require additional medical provision have a care plan which is reviewed at least annually and created in collaboration with medical professional advice. Our specialist TA, Mrs Tunwell works with children who need additional support with fine and gross motor skills development.

6. What specialist services and expertise are available at or accessed by the school?

Knutsford Primary Academy is an inclusive school and may offer a range of provision (as detailed below) to support children with SEND. Each case is considered and treated on an individual basis. It would only be through discussion with parents, and or, external services, that individual provision will be set.

The school employs a NASENCO qualified Inclusion Coordinator (INCo) for 3 days per week.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

Strategies/support to develop independent learning

- Use of visual timetables, checklists, Now/Then boards, timers, personalised word mats, scaffolding for writing tasks
- Next steps marking to move pupils on
- Pre-teaching of vocabulary and new concepts
- Adapted and modified curriculum
- Peer support
- 'Chunking' of activities
- Use of individual success criteria
- Access to a nurture group

Provision to facilitate/support access to the curriculum

- Teaching assistant time allocated to each class
- One to one support from allocated staff

- Specialist equipment or reasonable adaptations to the environment
- Differentiated curriculum
- Assessments to identify barriers to learning

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Specialist equipment made available when possible
- Use of IT programmes to support learning
- Pre teaching of strategies and vocabulary
- Prompt and reminder cards for organisational purposes
- Access to a laptop or iPad
- Access to own voice recording equipment

Strategies to support/develop literacy, including reading

- Access to small teaching groups through deployment of teaching assistants
- External advice/assessment/programme development from SpLD Base specialist adviser
- 1:1 support in class or withdrawn by allocated teaching assistant
- Withdrawal for specialist one-to-one Specific Learning Difficulties teaching from trained TA following personalised intervention
- External advice and/or assessment from an Educational Psychologist
- Focused literacy and phonics Closing the Gap sessions
- Extra focused 1:1 reading sessions

Strategies to support/develop numeracy

- Access to small teaching groups and targeted sessions
- External advice/assessment/programme development from SpLD Base specialist adviser
- 1:1 support in class or withdrawn by allocated teaching assistant
- Withdrawal for specialist one-to-one Specific Learning Difficulties teaching from trained TA following personalised intervention
- External advice and/or assessment from an Educational Psychologist

Mentoring activities

- Lego therapy
- Peer mediation & befrienders
- Support from specialist TAs
- Inclusion Support Worker
- STEPS behaviour approach – Roots and Fruits, anxiety mapping
- Jigsaw – PSHE curriculum

Planning and assessment

- Individual Support Plans (ISPs) with termly reviews involving professionals, parents/carers and students
- Use of P levels and BARICS assessment tool for some students
- Use of IAELD (Individual Assessment of Early Learning and Development) in Foundation Stage
- Education Health and Care plans with annual reviews
- ENF for some students who require intense adult support

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- ISPs reviewed termly with parents, pupils and professionals in attendance to set new targets
- Liaison with a wide range of professionals within education and health authority
- Termly Parent's evenings
- Team Around the Family meetings (TAF) to support implementation of Common Assessment Framework (CAF)

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- A named member of the SLT leading for Emotional & Well Being
- Meet and greet at the start of the day
- Class teachers available to discuss issues with parents
- Referrals to Child and Adolescent Mental Health Services (CAMHS) and Step 2
- Close working relationship with a Family Support Worker. Referrals made via school.
- Play therapy with trained counsellor

Strategies to support/modify behaviour

- Adherence to the School Code of Conduct and Behaviour Policy
- Time Out
- Discussions and agreements with parents
- Social Skills groups or individual work
- STEPS approach to behaviour management – all staff trained
- Risk Management Plans
- Advice and/or support from external agencies such as Chessbrook ESC or The Acorn Centre

Support/supervision at unstructured times of the day including personal care

- Named Midday Supervisor for each year group
- Befrienders and Peer Mediators
- Named TA at playtimes
- Social stories for those children which find playtime challenging

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Referrals supported by INCo to GP
- Interventions from occupational therapists and physiotherapists
- Delivery of planned interventions by our onsite specialist trained teaching assistant

Strategies/programmes to support speech and language

- Access to an external Speech and language therapist for assessments, therapy and advice
- Early intervention and signposting – in class support following recommended Speech and Language strategies
- Pre teaching of vocabulary in groups or individually, interventions to support language and sentence structure from our specialist TA
- Referrals made to the Speech Therapy Service by INCo in liaison with other professionals

Access to Medical Interventions

- Policy and guidance for administering medicines in place
- Individual protocols for pupils with significant medical needs and allergies
- Individual care plans for pupils with specific medical needs – reviewed at least annually with input from medical professionals where relevant
- Access to a school nurse
- Staff trained in First Aid and Paediatric First Aid
- Staff trained in emergency procedures and the use of specialist equipment

The school has access to a link Educational Psychologist, Speech Therapist and school nurse to whom they can directly refer to.

7. What training have the staff, supporting children and young people with SEND, had or are having?

The Inco has successfully completed the NASENCO qualification – the nationally recognised qualification for SENCOs and is OCR Level 5 SpLD (dyslexia) qualified.

All staff are trained in safeguarding annually and in the Prevent strategy. There are specially trained paediatric first aiders and three designated staff (DSLs) for safeguarding concerns.

All staff have been internally trained on using Herts STEPS behaviour strategies with 2 members of staff trained externally as trainers.

Early Years staff have been trained so that an accurate assessment of a child’s language needs is done on entry to school and appropriate provision implemented. Other staff have received training in speech and language support, autism, dyslexia, dyscalculia, literacy and maths interventions, reading intervention, behaviour strategies. Training is refreshed regularly and all opportunities for additional training are sought

to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

The school's Inclusion Support Worker/Mental Health Lead is a qualified play therapist and has completed much training to support social skills and promoting positive mental health.

The Inco and the ISW are attending Level 1 training on Protective Behaviours in January 2019.

Any member of staff who delivers interventions in school has received training in the specific interventions they are teaching. These include but are not exclusive to: Write Away Together, Lift Off, phonics and Toe by Toe.

Staff attend relevant training as and when need arises.

8. How will you help me to support my child's learning?

Parent teacher consultations are held in the autumn and spring terms to keep parents fully informed of their child's progress and an annual report is written for each child in the summer term. Children are set home learning regularly each week. For children with an ISP or medical care plan, parents and carers are invited into the school to meet and discuss progress to review current progress and to develop new plans in collaboration.

Parents are notified at the beginning of each half term of the curriculum information letters that are available on the school website. These letters keep parents informed of which topics will be taught each half term. In addition, meetings are held for all parents at the beginning of each year to meet their child's new teacher. Parents are invited to a class/year group assembly each term. The school facilitates access to a Family Support Worker who has access to a wide range of support from local agencies and services and is able to signpost parents effectively. The INCo and class teacher make themselves available to discuss parental concerns and support parents in ways of helping their child at home.

9. How will I be involved in discussions about and planning for my child's education?

There are formal occasions such as parent teacher consultations where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Working parents are able to telephone or email to arrange for a teacher to contact them if there is a particular issue they wish to discuss. Parents are represented on the school's Local Advisory Body, there is a Parent Forum which meets half termly with the Principal and there is also an active parent teacher Association.

Parents are involved in termly reviews for children with Individual Support Plans (ISPs). An annual questionnaire is sent out to ascertain parent voice surrounding the provision of inclusion in Knutsford Primary Academy and this is used to inform next steps and celebrate what we are doing well. The INCo can be contacted via the school office, by email or by drop in when she is available.

10. How will my child be included in activities outside the classroom including school trips?

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and contribute fully to ensure active engagement of all children, with adaptations being made where necessary. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible with a lift and ramp to EYFS to enable access to all parts of the school. It has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

The school has an INCO who can be contacted by telephone and is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher. In Year 6, we work closely with the secondary schools to ensure pupils get the opportunity to meet teachers from their new school and to attend transition days before moving on.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up finding can be applied for through the local authority. (Exceptional Needs Funding). Resources and support available for children with SEND can be found on the school website. (Local Offer for Knutsford).

15. How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at this web address www.hertsdirect.org/localoffer

17. How does the school evaluate the effectiveness of the provision made for children and young people with SEND?

Children are assessed at the beginning of any support, this is called the baseline. Following the additional support a further assessment is made – these can take many forms and can be presented not only in data (which is analysed by the Inco to assess impact) but in other factors such as increased engagement or improved self-esteem. Impact of provision is monitored by the Inco and reported to SLT and governors. If provision is not as effective as hoped it is changed and other strategies are tried. Provision is mapped across the school to ensure it is effective.

18. What can I do if I am dissatisfied with the provision made for my child?

In the first instance speak to your child's class teacher and if this does not resolve it please make an appointment to speak to Catherine Hutchinson (Inco).

If you wish to make a complaint the school has a complaints procedure which is available from the school website.