

SOUTHMERE PRIMARY ACADEMY



SEND Annual Report

Autumn 2017

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

Introduction

Southmere Primary Academy is a mainstream school which values children equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs. We support the vulnerable pupils in the school, in partnership with their parents/carers and other professionals to enable them to achieve their best and in becoming more confident and independent learners. Staff are dedicated to understanding the individual needs and interests of each pupil and through ongoing assessment we closely monitor progress. Through using robust and detailed assessment we are able to quickly identify children who may need additional support.

We provide for the following kinds of special educational needs (SEN):

Southmere Primary Academy is proud to be an inclusive school. We provide for children with Communication and Interaction difficulties, Learning and Cognitive difficulties, Social, Emotional and Mental Health difficulties and Sensory and Physical difficulties (the latter is dependent on the extent of care and resources required).

We offer bespoke packages of provision to the extent of which can be expected by a mainstream setting.

We identify and assess pupils with SEN using the following methods:

Identification:

All pupils are assessed against the statements of attainment for their year group in accordance with the national curriculum. If a child is unable to be measured against these statements then we assess against previous years. Where this need is significant we use assessment statements such as the P scales and the Early development profile in accordance with Bradford Local Authority. We use the range guidance provided by Bradford Local Authority to assess a child's need in each area of SEND and use these to assess the need to refer them to the appropriate teams to ensure we can provide the correct level of support.

Your child's class teacher knows your child the best and should be your first point of contact. Your concerns will then be passed by the class teacher on to the Special Educational Needs and Disability Coordinator (SENDCo). At Southmere Primary School the SENDCo is Miss Kerri Taylor. Concerns will be dealt with by the SENDCo.

You can always contact the SENDCo (Miss Kerri Taylor) directly via the school office by telephoning the school (01274 575178) or email office@southmere.bradford.sch.uk

For further information regarding the range guidance please contact Kerri Taylor SENDCo. At Southmere Primary Academy we use a graduated approach to meeting

an individual pupil's needs. For the majority of pupils' quality first classroom teaching will fulfil their learning needs. Some pupils may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. These students will not be on the SEND register.

Some pupils may require further differentiation to bridge a learning gap or to develop strategies to overcome a particular need. These pupils will be placed onto the SEND register. The SEND register is kept securely in school and enables staff to access support strategies for individual students.

Children need to be identified as soon as possible and given appropriate help and support. Early identification and attention to a child's SEND can reduce the chance of more prolonged or intensive support at a later stage. Performance of children is monitored by class teachers as part of ongoing assessment procedures. An initial concern checklist is used to highlight any concerns, either by parents or school staff.

This is the starting point of the identification process.

Following discussions with the SENCo action points will be put in place. A review meeting will be held shortly after to review progress, it may be felt necessary at the stage to place them onto the SEND register. When children have identified SEND before they start school, or those who transfer to our academy during their primary education, we work with the people who already know them and use the information already available to identify how their additional needs will be addressed in our setting and how we will manage it together.

If you tell us you think your child has a SEND we will discuss this with you and look into it further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. If a member of our staff believes that your child has a SEND this may be because they are not making the same progress as other children, for example they may not be able to follow instructions or answer questions. We will observe them, look at the way they learn (visually, auditory or kinesthetic) and consider what works already and what doesn't. We will look for strengths and weaknesses to create an all-round picture of your child. From this we will set achievable focused targets for your child to work on. Should we require further help, we will contact specialists from a variety of teams.

Assessment:

All children's progress, whether they have SEND or not, is monitored closely. Assessment of need is underpinned by a rigorous whole school approach, within a robust system which ensures that children who are not making adequate progress, despite high-quality teaching, are quickly identified.

When a concern is initially raised, either by school or parents, a meeting promptly takes place to identify the area/s of difficulty. This meeting will take into account the views of all staff who work with the child, parents and the child themselves (in an age appropriate manner). Information will be shared with the SENCo and action points put in place along with a date to review progress. This will be provided as a learning plan and interventions and strategies will be put into place in the classroom to support the child. This information is recorded and held on file within school. It may be agreed to register the child on SEN support at this stage (a register of SEND pupils which is held in the academy) or it may be decided to review progress once agreed action points have been put into place. A variety of sources of information are drawn upon to establish a clear analysis of pupils, this includes:

- Teacher assessment and experience of the pupil;
- Pupil progress and attainment;
- Individual development in comparison with national age related expectations;
- The views of the parents;
- The pupils' own views;
- Advice from external agencies if appropriate.

We have a range of tools and expertise within school to support identification and assessment of need. Class teachers effectively adapt their core teaching in light of these findings. We have support from external specialists such as an Educational Psychologist and a Speech therapist and this support is used to carry out more detailed assessments.

School will include children and parents/carers in the assessment process and the

child's level of involvement will be appropriate to their age, maturity and level of understanding.

Our approach to teaching pupils with SEND includes:

Once a need for SEN support has been identified the first step is to ensure that high-quality teaching, differentiated for individual pupils continues to be effectively used and developed. A collaborative approach is used to plan additional support for pupils identified as experiencing difficulties. All staff working with the child will be aware of the child's difficulties and the plans in place to support the child.

Some children, who require a further individualised target than classroom differentiation can provide, or who have personal targets from an external agency, will have a Learning plan. This is created in consultation with the child and shared with parents. Targets are linked specifically to the child's difficulties and updated once securely met. Review meetings are held with parents to share information about progress half termly or termly. Parents are encouraged to contribute any evidence from home regarding the child's progress towards these targets. It may be necessary for an additional adult to support a child with their difficulties.

Staff at Southmere Primary Academy are skilled and the school has particular expertise in working with children on the Autistic spectrum, with speech language difficulties, cognition and learning, specific medical needs and specific learning difficulties. Where possible the skills of staff are linked closely to the difficulties the child is experiencing.

During 2016 –17 staff received SEND training which included:

Training on how to write effective learning plans
Training for teachers and staff that work with children with significant learning needs
Training on the current range guidance provided by Bradford Local Authority
Specific training in speech and language interventions

Differentiation within classes is supported by a high level of TA support. Teaching assistants are deployed according to need with a significant number across the academy working in a range of roles. Whole staff training in SEND is seen as integral to development.

There may be occasions when interventions are required in addition to differentiation. Interventions are carefully matched and targeted towards individual needs with an expectation of accelerated progress and the SENCo carefully monitors impact in conjunction with class teachers and Key Stage Leaders.

The name of our SEN Co-ordinator (SENCo) is:

Kerri Taylor

In addition, we use the services of the following specialists:

- Educational Psychologist
- Speech Language Specialist
- Cognition and learning specialist
- CAMHS
- School Nurse
- Place2Be
- Hearing Impaired Team
- Occupational Therapy
- Behaviour support service

We will always seek your consent before referring your child to an outside agency and encourage parents to allow agencies to share information with relevant staff at school.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

At Southmere primary academy we aim to work in cooperation with parents and pupils to create the best outcomes for individuals. For all parents we will invite you into school regularly throughout the academic year to discuss your child's progress. We encourage all parents to contact your child's class teacher if you have any concerns in the first instance.

If your child is placed on the SEND register we will invite you into school regularly to meet with the SENCo and class teacher. If your child is placed on the SEND register you will be kept fully updated regarding the provision your child is receiving and their progress. For children in receipt of high needs funding this includes termly meetings with the SENCo. We will explore the strengths and difficulties of your child together and develop strategies to achieve the best possible outcomes for your child at school. We encourage all pupils on the SEND register to be involved with this process at a level appropriate for them.

For a few pupils that have an EHC Plan and we also hold an Annual Review of the EHCP which is also monitored by the Local Authority. Pupils in receipt of additional high needs funding are also annually monitored by the Local Authority. We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.

We recognise parents are the first educators of their children. School builds on the foundations that have been laid down in children's early years by their parents. When your child starts at school this does not mean that education by parents stops. Your continued support and involvement has been proven to increase and raise your child's achievements. Parental Involvement includes talking, listening and sharing with your child. Learning happens everywhere and your child spends only a small

proportion of their time in school. Make every minute they spend with you a learning opportunity.

Alongside the opportunities provided to all parents, for parents of children with SEND parents may be invited to or receive:

- Meetings with outside agencies (such as the educational psychologist, specialist teacher, speech therapist)
- Reports from outside agencies (including educational psychologist, specialist teacher, speech therapist).
- Learning plan meetings to set and review targets

Our arrangements regarding complaints from parents of pupils with SEND are as follows:

If you have any concerns about the provision made for your child please contact the class teacher in the first instance. If you would like to discuss the matter further please contact the SENCO or Principal.

For further details of our complaints procedure please refer to the policy on the academy website (paper copy available on request).

Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

You can find information about local Bradford based services within the Local Offer website separated into sections. You will be able to watch videos and find further information on a range of topics.

<https://localoffer.bradford.gov.uk/>

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

We include all children in all activities, unless there is a chance of a pupil harming himself or herself or if parental choice is that they don't take part. Teachers plan to provide daily opportunities to develop their skills in working with a range of peers including those with SEND. Pupils with SEND may be given additional resources, strategies or support in order to enable them to participate, dependent on their need, for example an additional adult may be used in order to facilitate an activity providing models and strategies for both the SEND and non-SEND pupils to work together.

How do we support pupils with SEND to improve their emotional and social development?

Within school we have a number of learning mentors who are available to provide immediate support to both pupils in crisis and those pupils who have ongoing social emotional and mental health needs. In addition to this, during lessons, pupils are encouraged to have social awareness

and respect through whole school SMSC themes alongside following the school's anti-bullying and behaviour policies.

Extra pastoral support arrangements for listening to the views of children is provided to any child in school who needs this alongside the implementation of measures to prevent bullying should this be required.

Should we require specialist support to work with pupils, we can currently access the school nurse, Educational Psychologist and through our Place 2 Be Counselling services where appropriate.

How do we adapt the curriculum and learning environment?

The school has designed its curriculum to take into account the general needs, interests and strengths of our pupils and it can be adapted to a range of special needs. Specific needs are planned for where required within this curriculum and this may require the modification of tasks, pre-teaching of concepts and vocabulary etc. Southmere academy uses the Range Guidance provided by Bradford Metropolitan District Council Children's Services to help us to adapt both the curriculum and learning environment to suit a variety of SEND. This guidance can be found online at <https://bso.bradford.gov.uk/>.

How will school ensure all pupils are treated equally?

All pupils have an equal opportunity to participate in as many aspects of the curriculum and of school life as possible. We are working to ensure that in accordance with The Equality Act 2010 and relevant codes of practice and guidance all pupils have full access to a broad, balanced and appropriate curriculum. A partnership is developed between parents, pupils and school in which each have an active role.

We make this a reality through the attention we pay to the different needs within our school.

The school is committed to providing an environment that allows all children full access to all areas of learning.

Please refer to Southmere's accessibility policy

<http://southmereacademy.org/file/southmere/23-275-accessibility-plan.pdf>

How do we evaluate the effectiveness of our SEND provision?

Our SEND provision include the use of assessment that measures progress from the start to end date which may be based on academic, social and emotional skills, communication goals etc. This is reviewed at least termly and reported to the class teacher and SENDCo so that the impact of the success of this provision can be measured and changed or adjusted as required.

Pupils that have SEND needs at Range 2 and above, including those with EHCPs, have individual reviews with the child's class teacher where provision is set out in support plan in line with their current needs. Feedback from pupils and parents is included where appropriate and parents are invited in to discuss, sign and take home a copy of their child's support plan.

Our transitional arrangements for pupils with SEND include:

At Southmere primary academy clear plans for transition for children/young people with SEN who are moving towards secondary provision are made with the link schools which may include additional visits, transition packages and planned, careful transition between settings.

For pupils who transfer to or from Southmere Primary from another school/ setting all SEND information is promptly transferred and shared with the receiving school. For pupils transferring to Southmere Primary class teachers and / or the SENCo will liaise directly with the previous school / setting to ensure a smooth transition.

Bradford's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://localoffer.bradford.gov.uk/>