

SEND Information Report - Primary

Our school ethos

At Serlby Park Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected. We aim to develop independence, individuality and the confidence to take risks through challenging learning opportunities. Access to inspiring and motivating learning experiences ensures that all are able to flourish and achieve their potential. Our school aims to be an integral part of the wider community, which values, enriches and provides diverse opportunities for all. In an ever-changing world, we aim to equip pupils with the skills to succeed and take their place as caring responsible citizens of the future.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Summative assessment takes place half-termly within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Summative assessment tools can provide specific targets for children to develop. On-going formative assessment is also used to identify specific targets and next steps. The following documents are used to support identification:

- SEN Code of Practice
- National Curriculum
- Special Educational Needs Policy
- Accessibility Plan
- Behaviour Policy
- Equality Policy

How we involve parents and carers in meeting the needs of their child and in whole school developments

Partnership with parents is a fundamental part of our SEN practice. Parents of SEN pupils will be kept informed at each stage of the process:

Parents of pupils with SEN will be invited to review and set targets with class teachers at least three times a year.

Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists or visual prompts, to enable them to support their child at home.

For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologist or Bassetlaw Behaviour Partnership in order to discuss and plan additional support for their child.

For those children with an Educational Health and Care Plan, parents will be invited to formal annual review meetings to discuss their child's progress with all professionals involved.

In addition to this, parent evenings are held regularly, which enables parents to discuss their child's current attainment and progress with individual teaching staff. For students with SEN this information is also presented and discussed at their review meetings.

How we will involve your child in the planning and review of their support

Children will participate in all decision-making processes, target setting and review by making a personal comment on their own progress. The children will also contribute to a One Page Profile, 'Pupil Passport' to share their successes and difficulties. As a result, children feel confident that they are being listened to and that their views are valued.

Where appropriate, pupils with Statements or Education, Health and Care Plans will be given the opportunity to attend review meetings.

How we match the curriculum, teaching and learning approaches if your child has SEN

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

1. Setting appropriate learning challenges
2. Responding to pupils diverse needs

3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils will have individual support plans which will be created by the class teacher, parents, outside agencies and the SENCO outlining the child's specific needs. Individual Targets are agreed and reviewed regularly by class teachers, teaching assistants and parents in order to ensure the child's needs are being met.

How we provide additional support if your child has learning needs

On the whole, SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one-to-one to work on their specific targets.

The school also provides:

Targeted intervention groups for SEN children

1:1 support if deemed appropriate

Small group work within the class

Small group work and 1:1 support to address emotional needs

The SENCO regularly liaises with a range of external specialists in order to support pupils with SEN within school.

These include:

1. Health Practitioner (School nurse)
2. Educational Psychologist
3. Speech therapist
4. Schools and families support services (SFSS)
5. Bassetlaw Behaviour Partnership (BPBP)
6. CAMHs

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

How we provide additional support if your child has social and communication needs

• On the whole, SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or via withdrawal in small groups or one-to-one to work on their specific targets.

• Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

• Referrals to outside agencies are made when it is felt necessary.

• Targeted intervention groups for SEN children

• Small group work within the class

• Small group work/nurture to address emotional needs

How we provide additional support if your child has physical, sensory and/or medical needs

A minority of pupils may need access to specialist equipment and different approaches to learning, in order to access the National Curriculum. We will consult with specialist agencies to ensure that appropriate equipment and appropriate challenge is in place to allow the children to succeed. If your child has a medical need, we ensure that relevant staff are trained in supporting the needs of the child, and also that all staff are made aware of needs and how to access help and support. Support for the children may include:

• Targeted intervention groups for SEN children

• 1:1 support for specific needs eg physiotherapy exercises

• Small group work within the class (with appropriate modifications to equipment / work sheets/ books etc)

• Small group work to address emotional needs

• Intervention and support from specialised agencies e.g. Occupational therapy

How we provide help to support your child's emotional health and well being

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

1. An effective care and guidance team whom provide pastoral support to all children.
2. Targeted meet and greet to ensure a settled start to the morning.
3. Interventions to support pupils with SEN to deal with their anxiety/anger
4. For some SEN pupils, a support team of designated adults is identified to talk or share their concerns and to support at times of anxiety.
5. Anti-Bullying Policy.
6. Targeted nurture intervention for children struggling with SEMH (Nurture support identified through assessment using Boxall Assessment and pupil voice).
7. Support for children in crisis
8. Small group work within the class
 - 9. Family group support provided to siblings in school who may be vulnerable at different times due to changes in circumstances e.g. bereavement
10. '1,2,3 Magic' Parenting Program runs in school to support parents in supporting their children with SEMH needs.
11. Support in the home from the school health practitioner
12. Support at home and in school from the Bassetlaw Behaviour Partnership
13. Support from CAMHs

How we promote developing independence

On the whole, SEN pupils will be taught within classrooms alongside pupils who do not have SEN. Pupils with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on their specific targets.

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

How we measure and review your child's progress against their targets and longer term outcomes

Summative assessment takes place half termly within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Summative assessment tools can provide specific targets for children to develop.

On-going formative assessment is used to inform next steps for children. Marking and feedback allow teachers to identify specific targets.

PIVATs assessments in Reading, Writing, Number and PSED is used to measure small step progress of SEN children.

Boxall assessment is used to measure SEMH progress

RAG meetings are held each half term and interventions/ strategies/ support needs reviewed to ensure good progress for our SEN children.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of SEN children where necessary.
- Specific resources and strategies will be used to support children with SEN individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs.
- Homework will be adjusted as needed to meet children's individual requirements.
- Learning environments support learning.

How we include children with SEND in the life of our school

Serlby Park Academy is a fully inclusive school and that is something of which we are exceptionally proud. We endeavour, wherever possible, to include SEN pupils in all aspects of our school. Pupils identified with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on their specific targets.

Pupils with SEN have full and complete access to all extended school provision alongside pupils who do not have SEN, including breakfast club, after school clubs, residential visits.

How we ensure that all of our staff are trained and supported to meet a wide range of children's needs

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. A wide range of training opportunities have been provided which include:

- Skills sharing and the demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and one-off sessions on relevant subjects provided by:
 1. Staff from other agencies or support services (e.g. Educational Psychologist)
 2. Senior Leaders from within school
 3. Other courses which are relevant to the work being undertaken

SEN is regularly on the agenda at staff meetings and up to date and relevant information shared with all staff.

Additionally several members of staff have completed accredited training in order to support pupils with SEN within school

How we prepare children to join our school

Transition arrangements are in place to ensure effective transition between each phase of education:

- Early Years Transition - Nursery staff attend local pyramid transition meetings with both schools and PVI settings and will also invite parents to join their child on visits to our Nursery with your child prior to their starting date. Entry to Nursery is staggered to help promote a settled start for both children and parents. Personalised transition to mainstream school (including shortened sessions initially) may be necessary for some children, and Serlby Park endeavours to meet the individual needs of each child to ensure a positive beginning to Nursery.
- Annual transition meetings (Whole School) occur whereby the current class teacher will meet to share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff in order to ensure all professionals involved are aware of SEN pupils' individual needs. Parents of children with SEN are invited to meetings with their child's new class teacher to discuss strategies and techniques that they find effective at home to support their children.

How we admit pupils with a disability

Serlby Park Academy does not see any disability as a barrier. We will endeavour to do our utmost to support all children, modifying both learning opportunities and the environment to ensure success for all pupils.

We will liaise closely with all stakeholders to ensure that any special requirements can be put in place prior to them beginning Serlby Park. Transition visits will be arranged between current placement and Serlby Park, with staff from each establishment visiting the child in both settings to ensure transition is successful.

The Head of Academy, SENCO and/or class teacher will arrange meetings with parents and any professionals involved in the specific care of a child, to ensure that all needs can be met within school. Support plans and EHCP (if provided) will be reviewed and updated as appropriate, and guidance and support will be accessed by school from outreach services and health support as and when required.

How we prepare children to move on from our school

Transition arrangements are in place to ensure effective transition between each phase of education:

Moving Schools - If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible.

Secondary School Transition Meetings - pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. form tutor and SENCO, to ensure they are aware of individual pupil's needs prior to transition. Records will be passed on to secondary schools as soon as possible.

Annual Review Meetings - when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support.

In addition to these arrangements, additional visits are arranged by Serlby Park staff to ensure that our Y6 pupil's transitions are as effective as they can be. These include: - additional visits to the school at different times (e.g. lunch time, lesson time, home time), accompanying the children around the school, taking photographs of different places, visiting Secondary nurture and meeting their year 7 form tutor.

How we deploy our resources to meet the needs of children with SEND

Serlby Park Academy pride themselves in ensuring that all children's needs are met. Staff and resources are deployed in a number of ways to enable the school to meet the needs of children with SEND.

Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support.

Contacts for more information

Head of Academy: Mrs Gill Fotheringham

SEND Governor: Mrs Lisa Foster

- Primary SENCO: Miss Jan Smith
- Secondary/Family SENCO: Mrs Karen Firth