



SEND Information Report for Liden Academy 2020-2021



This should be considered alongside Excalibur Academies Trust SEND policy which can be found at www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENCO

The SENCO is Mrs Suzanne Taylor

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

1.2 The SEN governor is David Parker

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

1.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

2. SEN information

2.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

2.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

2.5 Supporting pupils moving between phases.

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Liden Academy makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. This may involve additional planned visits, meetings with relevant teachers and support staff and travel practice where appropriate.

If your child has an EHC Plan we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

2.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We carefully plan our curriculum to match the age, ability and needs of all pupils. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.

Additional specialist advice is sought when appropriate and when necessary, accessibility aids and technology may be used to support your child's learning. The school receives external support to plan for individual pupils' needs to enable them to access the curriculum. Liden Academy regularly reviews its Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and school site as possible.

We will also provide the following interventions:

- Catch up booster groups in Reading Writing and Maths
- 1:1 Phonics interventions
- IDL
- Numbers count interventions
- Pastoral support
- Nuffield Early Language
- Talk Boost

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Visual prompts and timetables.
- Fidget tools and wobble cushions.
- Pencil grips
- ICT resources such as Clicker programs and IDL

2.8 Additional support for learning

We have [14] teaching assistants who are trained to deliver interventions such as Maths, Reading and Writing Catch up, Read Write Inc Phonics, IDL, Numbers Count, IDL and NELI.

Teaching assistants will support pupils on a 1:1 basis when more focused, individual and precision teaching is required to help the child make progress.

Teaching assistants will support pupils in small groups when the intervention is relevant to a small number of pupils and where group involvement is beneficial, these are mainly used for catch up interventions.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists (paid for by school through traded services in addition to statutory work)
- Social, Emotional and Mental Health (SEMH) Team
- Advisory Teacher for Physical Disabilities
- ASC Advisory Service • Speech & Language Service SENDIASS
- Social Care team
- School Nurse
- TaMHs (paid for by school through traded services)
- CAMHs
- Assistive Technology Service
- Occupational Therapy
- Physiotherapy

- Community Paediatricians
- Swindon Ten to Eighteen Project (STEP)
- Young Carers
- NSPCC
- Autism Resource Centre (ARC)
- ASC Advisory Service
- ADHD Specialist Nurse

2.9 Expertise and training of staff

Our SENCO is a non-teaching SENCo, so has the ability to manage the role supporting teachers and children with provision in class, meeting with parents and other professionals and making applications for funding.

We have a team of 14 teaching assistants, including many who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Autism, Attachment, Behaviour management, specific classroom support in reading writing and maths and quality interactions (Early Years Staff).

We use specialist staff for speech and language interventions.

2.10 Securing equipment and facilities

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Children with SEND are identified by one of three assessment routes; all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings three times a year. Where children are identified as not making progress in spite of Quality First Teaching, the class teacher completes a 'concern sheet', they are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress

- fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child’s learning. We take all parental concerns seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed on our SEND register and additional provision is put in place.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child’s performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Although the school can identify special educational needs, and make provision to meet those needs, we are not able to offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or some other disability.

All pupils identified with SEND are on the school SEND register which is reviewed and updated at least three times a year. Individual Curriculum Plans (ICPs) are regularly updated by class teachers and the SENCo for all pupils on the SEND register. Parents and children are fully involved and are invited to discuss SEND provision and progress with the class teacher at least three times a year. Children with complex and / or high needs also have a ‘one-page profile’. Children, wherever possible/appropriate, contribute towards their individual provision maps and one page profiles.

Target Tracker is used to track the progress of all pupils at Liden Academy. The SENCo tracks all pupils with SEND with regards to both their general data and assessments undertaken before and after intervention periods. All assessments are recorded on children’s individual provision maps and next steps are planned in collaboration with class teachers and TAs, based on those assessments.

The Governing Body monitors the progress and attainment of SEND pupils alongside the progress and attainment of all children.

2.11 Evaluating the effectiveness of SEN provision

At Liden Academy all pupils are subject to a rigorous assessment schedule. Progress is carefully tracked and monitored. Data arising out of testing and assessment are analysed in detail and discussed with class teachers at termly Pupil Progress Meetings.

Parent consolation meetings are held in the Autumn and Spring terms with an optional meeting at the end of the summer, before which parents receive their child’s formal annual school report. Additionally, all pupils with special educational needs have an Individual Curriculum Plan. Parents and carers are invited to contribute to the creation and evaluation of the impact of the plan and are encouraged to support their child’s learning at home.

Your child’s progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

Targets are set in the light of these measures and according to your child’s individual needs.

2.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops. [edit as appropriate]

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please refer to our school's Accessibility Plan for further information.

2.13 Support for improving emotional and social development

Liden Academy has a full time Pastoral Lead, Mrs Danielle Foye.

We provide support for pupils to improve their emotional and social development in the following ways:

- Small group session
- Individual session
- Play therapy

We have a zero tolerance approach to bullying.

2.14 Working with other agencies

If you think your child needs support from one of these external services, see your child's class teacher and SENDCo who will be happy to discuss your concerns and make the necessary arrangements to talk with the appropriate specialist.

Also, there may be occasions where you are able to make a referral to a specialist agency through your family GP, for instance, to the Children and Adult Mental Health Service (CAMHS).

Where parents, carers or the school staff feel that a pupil requires therapy, a referral is made. Schools may refer pupils for Speech and Language Therapy or to the Occupational Therapy if they have a statement or EHC plan. All other pupils must be referred via the family GP.

School can only make a referral to physiotherapy where the child has a neuro-development condition, such as cerebral palsy. All other referrals must be via the family GP.

If you think your child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist, please make an appointment to see our SENDCo who will discuss your concerns. If a referral is appropriate, the SENDCo can support parents or carers to complete the relevant documentation or direct you to other appropriate agencies.

2.15 Contact details for raising concerns

Your first point of contact for any concerns regarding your child should be with the class teacher. However, where the matter relates directly to their special educational needs, it may be more appropriate to contact the school's SENDCo, via the school office.

2.16 Complaints about SEN provision

At Liden Academy we encourage parents and carers to communicate openly with staff involved. If you wish to make a complaint, we ask that you initially speak with your child's teacher and/or the SENDCo if this is appropriate, and consult with the school's Complaints Policy on our school's website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.17 The local authority local offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25. Details of Swindon borough Council's Local Offer can be found at:

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindon-send-local-offer/>

3. Monitoring arrangements

This information report will be reviewed by the SENDCo and SEND Governor every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

4. Links with other policies and documents

This policy links to our policies on:

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions