



Liden Academy
SEND Information Report

Date of approval: September 2023
Approved by: Liden Academy Committee
Date of review: September 2024

Principal: **Jeff Mason**
Excalibur Academies Trust; a company limited by guarantee
Registered in England; Company number 08146633
Registered office; Granham Hill, Marlborough SN8 4AX



The SEND Information Report for Liden Academy

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

1. Roles and responsibilities

1.1 The SENCO is Linzi Lawrence The SENCO will:

- Work with the Principal and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

1.2 The SEND governor is Aleksandra Matczak-Jaskolska

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

1.3 The Principal is Jeff Mason

The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND 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 the SEND policy

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.

Every child on the SEND register will have an Individual Education Plan (IEP). This will record the support strategies used in class as part of daily practice, as well as support they receive through interventions (catch-up work). The IEP is written by class teachers in collaboration with the SENCO, and is reviewed three times a year.

The academic progress of pupils with SEND is tracked carefully by the SENCO and the school's leadership team, and timely support will be put in for any pupil whose progress slows. We will also carefully track pastoral support and exclusions, to ensure pupils with social, emotional and mental health needs are not struggling.

All teachers and support staff will be made aware of the SEND needs in their class, 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. This information will be communicated to parents and carers at Parents' Evenings three times a year.



Pupils with an EHCP will have two review meetings a year with the class teacher to evaluate progress towards their EHCP outcomes, as well as an Annual Review led by the SENCO. Parents and carers will always be part of these child-centred meetings.

Children with a TAC plan will have their progress reviewed 3-6 times per year by the SENCO and their parents or carers in joint meetings.

2.5 Supporting pupils moving between phases

We will always share information with the school that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this, although safeguarding information will always be shared.

We have close working relationships with our local secondary school, The Dorcan Academy. Children in Year 6 will have several visits to the school during the course of the year. Miss Lawrence will meet with the SENCO, Charlotte McKenna, to share information on prospective pupils and to plan their support.

Miss Lawrence will also liaise with the SENCOs of all secondary schools that children with SEND are transferring to. Children requiring additional transition visits will have these arranged. In some cases, One Page Profiles may be created to share information from the pupil's viewpoint. Miss Lawrence may also offer guidance to parents in choosing the right school for their child's needs.

Children transferring from pre-school into Liden Academy's reception class will enjoy a transition period over two months, including fun events such as a picnic.

Children with SEND across the school may receive transition booklets with photos of their new teachers and classrooms in July 2023.

2.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils. On rare occasions, a child may need to be educated in a different year group for a specific subject if it meets their needs more effectively e.g. a child with severe dyslexia may benefit from accessing a phonics lesson in the year group below. We will always consider the view of the child and parents when making these decisions.

We will look to make in-class adaptations such as wobble cushions, pencil grips, reading rulers, ear defenders etc. as the first step to supporting a child. When this is not sufficient, we will look to involve a child in at least one intervention. Interventions are reviewed three times a year to assess impact.

Our available interventions may vary from term to term, but often include:

- Two Minute Maths - a pre-teaching intervention based around short bursts of key mathematical concepts each day
- Read, Write, Inc. phonics – to supplement our daily phonics teaching program
- Accelerated Reader – a reading program for weaker readers in Years 3-5
- Pastoral support groups – working on strategies such as positive thinking, managing anxiety etc.
- Catch up groups for reading, writing and maths
- WellComm – an intervention for Nursery and Reception-aged children with delayed language skills

The final decision about which children are included in interventions will always rest with the SENCO. Decisions will be based on pupil progress data and the class teachers' knowledge of the children.

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.
- Our school aims to be dyslexia-friendly. We use tinted backgrounds on our interactive boards and support pupils with visually engaging resources. Some pupils use reading rulers and coloured exercise books.

2.8 Additional support for learning

The majority of classes will have the support of a teaching assistant in the mornings. Some children will have 1:1 support from a teaching assistant if they receive additional funding through their EHCP. Our teaching assistants deliver interventions in the afternoons.

We work with a wide range of agencies to provide support for pupils with SEND, including:

- Educational Psychology
- Community Paediatrics
- Paediatric (Occupational) Therapy
- The Cognition and Learning Service (CLASS, formerly the Dyslexia Outreach Service)
- Speech and Language Therapy
- TAMHS and CAMHS (mental health support)
- The Early Years Quality and Inclusion Team
- School nursing

The SENCO will decide which services to refer a child to. Support is allocated on a priority basis, depending on the child's needs.

2.9 Expertise and training of staff

Our SENCO, Miss Lawrence, has seven years' experience in this role and has worked as a primary teacher for an additional nine years. She has achieved the National SENCO Qualification. She works as a SENCO on a full-time basis, as well as providing family support and working on the school's safeguarding team. She has twenty-two years' experience of working with children with SEND in Swindon. She is also the school's Senior Mental Health Lead and one of Swindon's SENCO Champions.

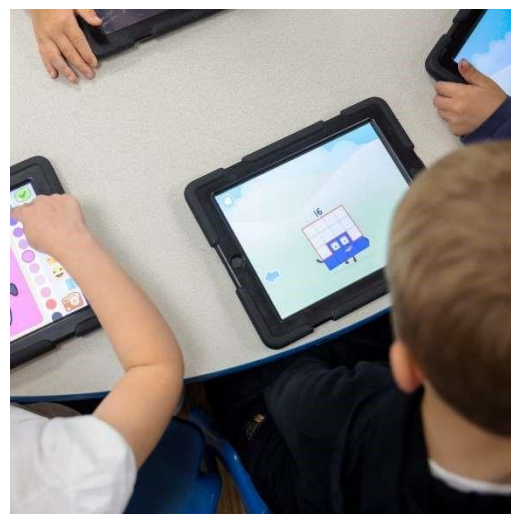
We have a dedicated team of approximately 16 teaching assistants who are trained to deliver SEND provision. Our teaching assistants receive weekly training from the SENCO, in addition to longer sessions on TD days. This academic year, all teachers and TAs are benefitting from training in Trauma-Informed practice, to support children who have had difficult early experiences in life that are affecting their access to education.

Our Pastoral Lead, Mrs Robison, works with individuals and small groups each day who need additional support with their social and emotional needs. She is a qualified Emotional Literacy Support Assistant (ELSA).

2.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions three times a year
- Using pupil questionnaires
- Monitoring by the SENCO, including regular learning walks
- Holding annual reviews for pupils with EHC plans



2.11 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 Breakfast Club. We will risk assess these activities on a case-by-case basis and some children may require individual support to access them.

All pupils are encouraged to take part in sports day, school plays and special workshops.

In classrooms, we are expanding our bank of laptops to enable children with dyslexia or handwriting difficulties to have more regular access to dictation and typing software.

Our school is single-level and all classrooms have step-free access. We have a disabled toilet and provision is made for children with medical needs to access this space. We regularly liaise with the Swindon School Nursing Team to ensure we have appropriate medical or intimate care plans for any child who needs additional support.

Admission for a child with an EHCP is arranged in collaboration with Swindon's SEND Service. We will evaluate whether we can provide the provision described in the child's EHCP, and will provide a response based on this. Occasionally, a child's needs may be better met in specialist provision, and we will support a family to access this. We consider ourselves a flexible and inclusive school, and we will always do our best to adapt to a child's individual needs.

Our Accessibility Plan can be accessed on the SEND page of our school website.

2.12 Support for improving emotional and social development

We have a full-time Pastoral Lead, Mrs Robison, who supports a range of children across the school with acute or longer-term social, emotional and mental health difficulties. We have a Pastoral Room that children can use when they need to speak with her.



We also access the Barnardos Project Me scheme regularly, and a practitioner visits our school weekly to support specific children experiencing low-level mental health difficulties. We also purchase support from the Assistant Educational Psychology service in Swindon on a regular basis. This support is prioritised for the highest-need pupils across the school and the SENCO will coordinate this. A selection of our Year 6 pupils take part in an initiative called Peer4Support, where they train as mentors for younger children across the school.

Our SENCO is a qualified Senior Mental Health Lead, to ensure that Liden Academy has a coherent and ambitious whole-school plan to support children's mental health.

We have an Attendance Officer, who can support families who are facing barriers to their children attending school regularly. We also provide family support to our parents and carers facing challenges in their lives. For example, we can support with parenting strategies, food bank vouchers or signposting local services such as the Early Help Hub.

2.13 Contact details for raising concerns

The SENCO can be contacted by email (senco@liden.excalibur.org.uk). The school's Principal and Vice Principal can be contacted through admin@liden.excalibur.org.uk.

2.14 Complaints about SEN provision

Our staff are always happy to meet with parents to discuss any issues. The first point of contact for most concerns will be the child's class teacher. Parents and carers are always welcome to make direct contact with the SENCO. Our school has a complaints policy, which can be accessed on our website.

The parents and carers 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

2.15 Contact details of support services for parents of pupils with SEND

Swindon SIAS are available to support parents. Please visit their webpage through the Swindon Local Offer:

https://www.swindon.gov.uk/info/20050/educational_support/766/sias_swindon_send_information_advice_and_support_service

Parents and carers may also wish to seek support from Swindon SEND Families Voice (SSFV) or from SAM (Swindon Advocacy Movement).

2.16 The local authority local offer:

Swindon's local offer is published here: <https://localoffer.swindon.gov.uk/home> This website will hold information on all the services available in Swindon for children with SEND.

3. Monitoring arrangements

This information report will be reviewed by Miss Linzi Lawrence 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

<https://liden.excalibur.org.uk/ourschool/policies/>

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

Please also see the Excalibur Trust SEND Policy on <https://www.excalibur.org.uk/governance/policies/>

