

SEND School Information Report (School Local Offer) 2019-20

At Endeavour Academy we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We believe that all teachers are teachers of children with special educational needs and / or disability. This offer will ensure that the school meets the needs of learners identified in the revised Special Educational Needs and Disability (SEND) code of Practice 2014 and complies with. It will ensure that no learners, especially those with SEND, are discriminated against.

This SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#) and complies with the following legislation:

- [Section 69\(2\) of the Children and Families Act 2014](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCPs), SEND co-ordinators (SENDCOs) and the SEND information report

What are the aims and objectives of SEND provision at Endeavour Academy?

- To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
- To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
- To recognise and record students' strengths and successes to encourage a positive self-image.
- To ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

Who is in charge of SEND at Endeavour Academy and what is their role?

The leadership of SEND at Endeavour Academy is the responsibility of the SENDCO Mrs. Elizabeth Hill. The role of the SENDCO is to oversee SEND provision within the school. The SENDCO is responsible for:

- Coordinating support for children with additional SEN or disabilities and developing the school's SEND policy to ensure all children receive a consistent, high quality response to meeting their needs in all areas of the curriculum.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are doing
 - Part of planning ahead for them
 - Supported in completing any paperwork required
- Liaising with all other agencies who may be coming in to school to help your child's learning e.g. Speech and Language Therapy, Educational Psychologists etc.
- Updating the school's SEN register (a system whereby all the special educational, physical and sensory needs of pupils are known and understood) and making sure your child's records are comprehensive and up to date.

- Providing specialist support for teachers and support staff in the school so they can help your child to achieve their potential.
- Supporting class teachers in writing cycle plans that specify your child's provision and targets
- Organising training for staff so they are aware and confident about how to meet the needs of your child.

Mrs. Hill has completed the NASENCo award that SENDCo's must now hold. Mrs. Hill can be contacted via the school office on 0161 368 3366.

How does Endeavour Academy know if children need additional help?

The decision as to whether a child has a Special Education Need will be made based on the individual pupil. Some of the factors that will be considered are:

- The views of the child and their parents
- The child's progress
- The child's attainment
- Reports from other professionals (such as medical professionals, educational psychologists, advisory teachers etc.).

If a child is identified as having additional needs, we will make a decision as to what area of need this falls in to. The different areas are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Some children may have needs that fall in to more than 1 of these areas.

What should I do if I think that my child has Special Education Needs?

Every child at some time in their school life may need intervention and extra support for any number of reasons. If you are concerned that your child may have Special Educational Needs that are not already being addressed, please contact your child's class teacher or the school SENDCo (Mrs. Hill) via the school office.

What additional teaching and learning support is given to children with SEND?

When a special educational need is identified, parents will be consulted and invited to be involved in planning their child's support. This is done in the form of a cycle of planning and review known as the 'Graduated Approach'. The graduated approach consists of 3 distinct Stages of need:

Stage 1 of this approach is where a child has a need that is being addressed through extra support in the classroom. Stage 1 support is documented in an **Action Plan**, which is written by the class teacher in conjunction with the child's parents / carers.

Support in the classroom is provided by teachers and teaching assistants who help pupils to access the curriculum at their level. This can include for example working on group targets, specific plans or speech programs. Support may also come in the form of access to resources to meet the child's needs such as reading overlays, access to ICT, sticker charts or pencil grips etc. At this stage a child would **not** be placed on the SEND register.

Stage 2 of this approach is where the class teacher and SENDCo in consultation with parents agree that further support than that offered through cycle 1 is needed to meet the child's needs and enable them to progress. Stage 2 support is documented in a **Support plan**, which is written by the class teacher in conjunction with the child's parents / carers and any outside professionals supporting the child.

As well as continued access to quality first teaching and support to access learning in class, interventions will be used in small groups or through 1:1 support and will be additional to the whole class teaching. Referrals may be made for specialist support from agencies such as Educational Psychologists, Pupils support services (including CLASS, BLIS, Advisory teachers, Sensory team), Multi-Agency Autism team (MAAT) Speech and Language therapy services, and Health (Occupational Therapy, Physiotherapy, HYM (Healthy Young Minds – child and young adult Mental Health Services) if required. **Children on Stage 2 support would be placed on the SEND register.**

Stage 3 of this approach is where parents and professionals agree that a child requires a more intensive level of specialist help that cannot be met from the resources available to school alone and that an application for a Statutory Assessment of Special Needs is appropriate. This may lead to the issue of an Education and Health Care Plan (EHCP) which brings a child's education, health and social care needs into a single, legal document detailing the extra support we will provide.

What if the application for EHCP is unsuccessful?

Your first port of call should be to the school who will support you with possible disagreement resolution or with an appeal. Similarly, parents should be in touch with SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) to seek impartial advice. Their contact details are Tel: 0161 342 3383 Email: sendiass@tameside.gov.uk

What opportunities will I have to discuss my child's SEND targets?

Endeavour Academy offers an open door policy. Parents can request meetings with staff before and after school. There are also two parents' evenings a year where targets and a pupil's progress towards them will be discussed by parents and the class teacher. Children are welcome to attend parents' evening appointments with you. The SENDCo will be available at parents' evenings for appointments.

In addition to the above, children who receive additional interventions for their SEND difficulty have three reviews per year: two with the parent and class teacher and one with the parent, class teacher and SENDCo. These reviews allow the children to give their views about the additional support that they have received to support their needs. During these reviews, parents are encouraged to give a verbal response which is recorded and ask any questions regarding their children's needs. If parents are unable to attend, staff will endeavour to reschedule meetings for a suitable time. If this is not possible, then staff ensure that written feedback of the review is sent home so that parents can then respond afterwards.

Annual reviews

For children who have Education, Health and Care (EHC) Plans, there will be an annual review in line with when their EHC plan was finalised. At this review all professionals involved are invited to a person-centered planning review which is planned and attended by the child. At this review, the child creates a presentation to ensure that his/her viewpoints are included in any decision making regarding further support. If the child is in Year 5, the LA request that the Assistant Education Officer also attends this meeting to ensure that provision for high school transition is clearly identified and planned for before entering Year 6.

How are the staff supported to help children with SEND?

All class teachers at Endeavour Academy work closely with the SENDCo to ensure that the children in their class, who have additional SEND needs, are supported and their needs addressed. To support the staff at Endeavour Academy, all staff have access to INSET training as appropriate. They are also included in all layers of support for children in their class therefore if required they meet with other agencies and professionals to discuss the needs and recommendations that are made for the

children. If required or specific to a child, staff can also access external training provided by the Trust, LA or by private companies.

What adjustments can be made for children with SEND?

At Endeavour Academy all SEND children are expected to work alongside their peers with work being differentiated to meet their needs. There may be occasions where some children are grouped specifically according to need. This may include working in a mixed Key Stage group or working in a year group that matches the level of attainment.

During end of key stage SATs and internal assessment tests and tasks, reasonable adjustments are made for children with SEN. This may include:

- Not sitting the exam/test
- Rest breaks
- 1:1 readers/ scribes
- Quiet, familiar place to work
- Use of ICT equipment
- Adaptations of the test/ text/ task e.g. Braille, enlarged text, coloured overlay/paper

Any adjustments that are made are supported by being well planned and part of the regular practice and procedure for the child.

If your child has physical difficulties, special resources will be bought in to accommodate your child's needs, such as special cutlery, place mats, table rests and chair supports etc.

How does Endeavour Academy monitor pupils with SEND and ensure they make good progress?

All children at Endeavour Academy, including those with SEND, take part in a half-termly cycle of assessment. Data generated through these assessments is analysed by teaching staff and school leaders to identify the progress pupils are making. The SENDCo also looks at the data and tracks the progress of SEND pupils, holding teachers to account for their progress.

How does Endeavour Academy support children when they are leaving our school or moving to another class?

We recognise that moving on can be difficult for a child with additional SEND and we take steps to ensure any transition is as smooth and seamless as possible.

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure where possible that special arrangements can be made to support the transition.
- Records about your child will be passed on as early as possible to ensure your child's new school is fully equipped and ready for their arrival.
- Staff from the new school will be invited to discuss any special arrangements that need to be made.

If your child is moving classes:

- Information will be passed on to the new teacher and, in some cases; a planning meeting will take place to discuss provision in the new classroom.
- All children will take part in transition days with the new teacher in the summer term.
- Additional transition activities e.g. extra visits to the classroom, photographs of the new classroom compiled into a book for a child etc. will be arranged as required.

If your child is in Y6 and transitioning to high school:

- All children attend transition days at their high school so they can become used to the environment of the new secondary school. Where appropriate, the schools' Learning Mentor or other identified member of staff may attend additional transition activities with a child provided by the LA or receiving school.

- Where appropriate, the schools Learning Mentor may attend a preparatory visit with a child so that they are prepared for their transition day.
- Meetings are held with all high schools to ensure that the school knows important information about your child.
- The SENDCo at Endeavour Academy liaises with the SENDCo at the high school. All documentation from review meetings are shared to ensure that the receiving school are well prepared to meet your child's needs.

How accessible is Endeavour Academy?

- Most areas of the school building are accessible to children who have a physical disability or are in use of wheelchair.
- There is a disabled toilet large enough to accommodate changing and designated parking is available close to the school entrance.
- There is a lift linking the first and ground floors large enough to accommodate a wheelchair.
- The playground is accessible to children who have a physical difficulty.
- Adaptations to the classroom environment can be made as and when such resources are required.
- Bi-lingual support is available for EAL children or for children whose parents have English as an additional language.

What is in place to support pupils overall well-being including their medical needs?

We adhere to our school medical policy which can be viewed on our website.

Where a Care Plan is required, we will work with parents to formulate a plan to meet the needs of your child.

- Endeavour Academy has a designated Learning Mentor who works with children on an individual basis or as a small group.
- For all areas in school and for educational visits, risk assessments are completed prior to the event. Additional risk assessments for pupils with SEND are carried out as appropriate to enable their inclusion in activities.
- If a child is ill, the school will administer medication as part of a care plan, if written consent is given by the parents. However, if the dose can be administered out of school hours by the parents then this will be discussed.
- Care plans will be created to help support a child attend school during a period of illness. The purpose of the care plan is to ensure that all relevant staff are aware of the medical needs of a child and what procedures are in place to keep the child and other children safe. We will work with you to formulate a plan to meet the needs of your child.
- First Aiders are available throughout the school day and at lunchtimes and playtimes. We have first aiders trained in Paediatric First aid and First Aid in the Workplace.

How do we ensure equality regardless of special educational needs?

Teaching teams and school leaders ensure all children have equal access to engage in a range of activities including physical activities. Pupils with SEND are included, treated as favourably as others, and given appropriate access to the curriculum, teaching and learning and when appropriate enrichment activities, extra-curricular activities and breakfast club.

What do I do if I'm not satisfied with the level of provision the school has made?

We have an open door policy and, initially, we would ask you meet with the class teacher in the first instance to express your dissatisfaction. If this is unsuccessful, parents should request to meet with the SENCO to discuss any difficulties they are facing who will then investigate the complaint and arrange a time to feed back to you. If parents are still not satisfied with this response, a meeting with the Principal should be made.

Tameside's Local Offer

Tameside's local offer is an online source of information on services, support and guidance for parents and carers and children or young people with Special Educational Needs and Disabilities. It can be accessed through the link below

<http://www.tameside.gov.uk/localoffer>