LACEBY ACRES ACADEMY SEND OFFER OVERVIEW

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| **DECISIONS ABOUT WHETHER A STUDENT HAS SEN** |
| How does the academy know if my child needs extra help and what should I do if I think my child may have special educational needs?  | A referral pathway is in place for staff to raise concerns about a child within their class or group. Children are identified as having SEN through a variety of ways including the following: * Through the transition process and liaising with previous school/setting
* Foundation Stage Assessments
* Conversations with parents following concerns
* Conversations with staff following concerns
* Assessment – Pupil Progress
* Pupil progress measured for each child, each term
* Liaison with external agencies
* Identification through involvement of external agencies
* Parental appointment contact via open door policy. First point of contact would be class teacher.
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| How is the decision made about how much individual support my child will receive?  | * The decision is usually made with class teacher/TA/SENCO together with parents and professionals involved
* Pupils, parents/carers are involved and invited to attend meetings.
* Following review meetings, parents will receive copies of targets, personal programmes, provision structure, intervention.
* External agencies may be involved depending on the individual circumstances
* Advice also is given to parents as how to support a child at home.
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| **SUPPORT FOR LEARNING AND WELL-BEING** |
| How does the academy support pupils with special educational needs? How does the academy help parents to support their child’s learning?  | Close liaison between parents, pupils, class teachers, TA’s, SENCO and Head teacher is central to the monitoring of all pupils, including SEN children. * Initially, teachers/TA/SENCO and any members of staff involved with the child will map out the individual child’s needs and identify the most appropriate intervention.
* The intervention will match the child’s needs and this may include 1:1 and small group support.
* Meetings each term are arranged – this may include review meetings, drop in meeting and Open Evenings.
* The academy can provide a range of individual assessments for learning and well-being
* Parents and pupils will be involved at all stages
* Parents play a pivotal part in supporting their own child’s needs.
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| What mechanisms are in place for supporting pupils’ overall well being? | * Teachers are available as a first point of contact for all children
* A team of support staff work throughout the school with individual children or small groups
* Children who require further support with learning, behavioural, emotional issues may receive targeted, individual plans. This may include nurture support.
* Children may have a report book between home and school. Records are kept during lunchtimes/breaks regarding behavioural issues.
* School manages the administration of medicines by means of a specifically locked resource. Parents complete a consent form.
* To support this process the school has appointed 8 first aiders, who are available at all break times. Furthermore training is provided which is continually updated as required.
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| **PROGRESS, PLANNING AND KEEPING PARENTS INFORMED** |
| How will I know how well my child is doing?  | * In addition to end of year reports and termly meetings, SEN children receive interim meetings, which may be external depending on the child’s needs.
* All children from Y1 to Y6 are assessed by the teacher, using the School Assessment procedures.
* The academy knows how well any individual child is doing through termly tracking.
* Pupil progress meetings are held through the year and interventions are readjusted or continued in light of progress made.
* If required a home/school book can be put into place.
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| How are parents involved in discussions about planning for their child’s education? How are children able to contribute their views?  | * Parents are able to discuss the planning of their child’s education with the class teacher during reviews.
* Support with strategies and targets if required. School Council – children represent the views of their peers. Children contribute their thoughts during reviews.
* Group circle time and/or 1:1 if required or requested.
* Target setting meetings. Questionnaires.
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| **PROVISIONS, RESOURCES AND SERVICES** |
| How is learning and development provision matched to individual pupils’ needs?  | * Differentiation is built into all lessons whether through interventions or topic work. Extra support is given to work with small groups within class.
* Children who require further support whether academic or nurture have the opportunity to receive a more bespoke programme of work. Expectations are high for all children – during the morning children receive lessons in Literacy and Numeracy within a nurturing environment to develop confidence, self- esteem, routines, personalised learning and enjoyment.
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| How are the academy’s resources allocated and matched to pupils SEN?  | * There is an allocation for training and equipment within the school budget.
* The Head Teacher is responsible for the SEN Budget.
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| What specialist services and expertise are available at the school or accessed by the school?  | * The SENCO has had training in ASD, Dyslexia, Achievement for All, Scotopic Sensitivity and regularly attends LEA training, forums. A programme of training for Social, Emotional and Mental Health (SEMH) carried out by Barnardo’s and N.E. Lincs Support Services is timetabled for 2021-2022.
* Teaching staff has attended ASD, Speech and Language, Communication, Dyslexia, Deaf Awareness, Diabetic training (key staff).
* Mentor/HTLA/TA – ‘Beneath the Behaviour’, ‘Beyond Words’.
* The school has appointed 8 first aiders and staff have received Epipen training.
* School accesses support from the Learning and Cognitive Team, Educational Psychology Service and other support services when required.
* School accesses other specialist services such as health, therapy and social care as required through Access Pathway (NHS), MAPT, CIN and Child Protection meetings.
* Social Services may also be involved in some cases.
* A programme of training for the staff in addressing gender issues, identity is also planned for 2021-2022 (Barnardo’s)
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| How accessible is the academy environment?  | * The school building is wheelchair accessible.
* The school has appropriate disabled changing and toilet facilities.
* EAL links with the school.
* See ‘Accessibility Policy’.
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| How are pupils included in activities outside the classroom including trips?  | * All pupils with SEND are able to access all of the school’s activities
* The school assists individual pupils on a needs-led basis.
* Parents are involved in planning activities and trips following meetings in school to help plan to consider what reasonable adjustments are necessary.
* A strict inclusive ethos is adhered to by all members of staff.
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| **STAFF TRAINING** |
| What training have the staff supporting pupils with SEN had, or what are they expected to have? (NB: under the SEN Code of Practice legislation, schools/academies need to offer high quality professional development and training to the workforce).  | * Staff has had recent training in ASD, Dyslexia, Irlen Syndrome, Behaviour Management, Speech and Language, PHAB, Code of Practice (2014).
* The academy is able to access support for learning from the local Authority’s Learning and Cognition team and Educational Psychology.
* The academy accesses other specialist services including: health, therapy and social care as required.
* Advice is readily available through Enquiry Trust network.
* A full audit is carried out to ascertain skills through the school
* Training is updated depending on what is required for individual pupils.
* This is also outlined in the section of the ‘Local Offer’.
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| **TRANSITIONS** |
| How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?  | * Transition plans on a universal basis are offered to pupils and parents before a pupil joins the school in Foundation.
* A process of transition from each year group to the next year group is planned and structured during the Summer Term.
* Pupil’s records are passed on to a new school with information relating to progress, SEN and Child Protection (if appropriate).
* Year 6 children are involved in feeder school participation with children visiting schools and teachers visiting the children here.
* Where appropriate, a detailed transition programme will be carried out. This will involve individual children visiting secondary schools.
* Progress meetings each term flag up any issues with transitioning – parents are involved at each stage.
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| **FURTHER INFORMATION** |
| Who can parents contact for further information?  | * The first point of contact for a parent if they want to discuss something about their child would be the class teacher.
* Parents can talk to anyone if they are unhappy (Head Teacher/SENCO) or another preferred adult.
* Complaints about the school should be addressed to the Head Teacher.
* Complaints about the Head Teacher should be addressed to the Chair of the Governing Body.
* The school welcomes the involvement, where necessary, of the Parent Partnership Service, particularly SEN reviews.
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