

LACEBY ACRES ACADEMY SEND OFFER OVERVIEW

DECISIONS ABOUT WHETHER A STUDENT HAS SEN	
<p>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?</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.
<p>How is the decision made about how much individual support my child will receive?</p>	<ul style="list-style-type: none"> • 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.

SUPPORT FOR LEARNING AND WELL-BEING	
<p>How does the academy</p>	<p>Close liaison between parents, pupils, class teachers, TA's, SENCO</p>

<p>support pupils with special educational needs? How does the academy help parents to support their child's learning?</p>	<p>and Head teacher is central to the monitoring of all pupils, including SEN children.</p> <ul style="list-style-type: none"> 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.
<p>What mechanisms are in place for supporting pupils' overall well being?</p>	<ul style="list-style-type: none"> 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.

<p>PROGRESS, PLANNING AND KEEPING PARENTS INFORMED</p>	
<p>How will I know how well my child is doing?</p>	<ul style="list-style-type: none"> 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,

	<p>using the School Assessment procedures.</p> <ul style="list-style-type: none"> • 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.
<p>How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?</p>	<ul style="list-style-type: none"> • 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.

<p>PROVISIONS, RESOURCES AND SERVICES</p>
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<p>How is learning and development provision matched to individual pupils' needs?</p>	<ul style="list-style-type: none"> • 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.
<p>How are the academy's resources allocated and matched to pupils SEN?</p>	<ul style="list-style-type: none"> • There is an allocation for training and equipment within the school budget. • The Head Teacher is responsible for the SEN Budget.
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ul style="list-style-type: none"> • 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 2018-2019. • 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 2018-2019 (Barnardo's)
<p>How accessible is the academy environment?</p>	<ul style="list-style-type: none"> • The school building is wheelchair accessible. • The school has appropriate disabled changing and toilet facilities. • EAL links with the school. • See 'Accessibility Policy'.
<p>How are pupils included in activities outside the classroom including trips?</p>	<ul style="list-style-type: none"> • 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.

STAFF TRAINING	
<p>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).</p>	<ul style="list-style-type: none"> • 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'.

TRANSITIONS	
<p>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?</p>	<ul style="list-style-type: none"> • 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.

FURTHER INFORMATION	
<p>Who can parents contact for further information?</p>	<ul style="list-style-type: none"> • 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

	<p>the Chair of the Governing Body.</p> <ul style="list-style-type: none">• The school welcomes the involvement, where necessary, of the Parent Partnership Service, particularly SEN reviews.
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