

## Laceby Acres Academy

### SEND Information Report

2018-2019

#### Admission arrangements for pupils with Special Educational Needs or Disabilities

Our school acts in accordance with North East Lincolnshire County Council policy on school admissions, which is in compliance with the Children and families Act 2014, the SEND regulations 2014 and the Equalities Act 2010. All pupils are, therefore welcomed, and we strive to ensure that all reasonable adjustments are made to our premises and necessary equipment and resources are catered for so that their needs are fully provided for. This includes making adaptations to meet particular needs and enhance learning.

#### What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters as an individual. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We strive to educate our pupils with a fully holistic and inclusive approach. We feel that the best practice to support our pupils with SEND needs is in fact, best practice for all pupils. Our school SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, as outlined in the SEND Code of Practice 2014, including:

- Cognition and Learning - Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia, dyscalculia.
- Sensory, medical and Physical - visual impairment, hearing impairment, sensory processing difficulties, epilepsy.
- Communication and interaction - autistic spectrum condition (to include Asperger's syndrome), Speech and language difficulties including verbal dyspraxia.
- Social, Emotional and Mental Health - Attention deficit hyperactivity disorder, attachment disorder and obsessive compulsive disorder.

Our SEND provision is overseen by our SENCO, Angela Mitchell. She has 27 years teaching experience, 12 years as a senior manager and 8 years as Deputy Head and SENCO. Mrs Mitchell has worked throughout KS1 and KS2 settings and also works closely with colleagues within the 'Enquire Learning Trust Schools' cluster and with other schools through participating in the North East Lincolnshire SEND forums.

Training for all teachers and teaching support staff is part of our continuing professional development - updating skills and knowledge of all teaching staff is crucial in understanding pupils with social, emotional, educational and physical needs. In the past year and prior to this there has been specific training on Social, Emotional, and Mental Health (SEMH), Speech and Language, dyspraxia, dyslexia, epilepsy, ASD (L1), Hearing and diabetes. We have regular meetings with the school nurse to discuss more specific individualised concerns. In the coming year there will be more specialised training for individual teachers and teaching support staff. The school nurse holds surge for parents to discuss concerns about individual children. We are also working in partnership with Barnardos regarding 'Positive Identities'. In-house training from the SENCO, our highly experienced staff and external specialists and consultants is carried out through the year.

As part of a holistic approach to our teaching and learning we wish to strengthen links through regular workshops with the school nurse, SENCO and other professionals as and when needed.

Our team of 10 support staff have extensive experience of supporting pupils with SEND needs and with the guidance of class teachers they are trained in delivering and assessing programmes of work within the class and intervention sessions.

The SENCO, as part of the senior leadership team, meets each week with the Head Teacher and school staff to address concerns and to review SEND issues. Regular meetings are held with the Assistant Heads to discuss pupils who may need extra support. Meetings are held with teachers at progress and review meetings to discuss concerns about individual children. Termly meetings with TAs are held to discuss training needs and individual children.

Our SEND governor, Tracy Johnston meets each term with the SENCO, volunteers within the school on a regular basis and can be contacted through the school office.

### **What is our approach to teaching pupils with SEND?**

We work in partnership with all of our families and external agencies to strive to offer and create high aspirations for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Quality first teaching ensures that all teachers are responsible for their pupils with SEND needs.

A continuous cycle of planning, teaching and assessing (assess, plan, do, review) is firmly embedded which takes account of the wide range of abilities, aptitudes and interests of all children.

Pupils with SEND will receive support that is additional to or different from the provision made to other children. Planning and provision takes into account specific needs to provide appropriate support across the curriculum encompassing academic, social, emotional and physical needs. Our aim is that all pupils, whatever their need, become resilient, capable, motivated and engaged independent learners.

### **What are the school's policies with regard to the identification and assessment of children with SEND?**

Early identification of pupils with particular barriers to their learning is imperative. Equally we acknowledge that not all children with disabilities necessarily have special educational needs and it is their physical needs that impede their learning. Pupils whose secondary language is English may not have special educational needs.

All children are assessed regularly throughout the school in order to plan for pupil needs successfully. Additional and different assessment tools may be required when children are making less than expected progress, which 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 or widens the attainment gap.*

Progress in areas other than attainment is also considered - for example social skills, lack of confidence or resilience, anger or behaviour issues. Looking at underlying issues such as anxieties at school or home will always be addressed first.

Liaison with parents and guardians or carers is key to getting to know our pupils fully. We are welcoming of all parent communication, either by appointment or home/school books. Assessments, observations and external agencies may be used to pin point difficulties and address support and strategies for home and school.

Parents are always kept fully informed if school consider that their child has an additional need; collaboration between school, parents, child and (if required) relevant specialists is, we believe, important to meet the child's needs. We recommend, initially, that eyesight and hearing should be checked before other assessments are carried out. Many other issues can affect pupil learning, including

poor sleep and incontinence. Paediatricians, clinical psychologists, school nurse, health visitors, external agencies or the family's GP may contribute to supporting a child's needs.

At Laceby Acres Academy a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring impact. Testing may be done by the SENCO, teacher, TA or a specialist advisor. Other external advisors may include:

- Educational Psychologists
- Speech and language Therapist
- Learning and Cognition advisors
- Communication and Interaction advisors
- Physical Disability advisors
- Hearing and Visual impaired team
- Barnardos for ASD
- 'Access Pathway' team
- CAHMS

To obtain further understanding of a child's learning difficulties, we may use a range of different assessments across cognition, learning and other areas of social, emotional or behavioural difficulties. The tests will be underpinned by the advice, skills and expertise of external professionals if necessary.

### What are our arrangements for assessing and reviewing the progress of children with SEND?

At Laceby Acres Academy we follow the procedure 'Graduated Response' - see document under this heading. Briefly: initial concerns about a child's progress are discussed with the teacher and the first cycle of provision is put into place. This may be adequate and therefore no further support required. If progress continues to be a concern then the SENCO, parents, teacher and pupil will meet to discuss targets. There may be a series of assessments, observations, referrals to external agencies or placement on intervention programmes as deemed appropriate.

An annual review is held for children with Education Health Care Plan with review meetings taking place each term as on going assessment. Pupils who are registered as receiving SEN support for their educational or social needs, continue to have their provision monitored and reviewed with parents, teacher and SENCO each term and/or by the teacher with parents at open evenings three times a year. Planning and provision is overseen and monitored by the SENCO as part of the assessment and review period.

The class teacher will track progress and achievement, which is then fed into individual support plans and pupil profiles. Parents and pupils are fully involved in the process. Targets and progress are discussed with the pupil and the next steps are put into place for them. All provision is tracked on a year group provision map. Progress is measured both individually and in relation to peer and cohort.

In addition to progress and achievement, we take into account the whole picture of a pupil and any underlying factors, which may impact on moving forward. Additionally all external advisors working with specific pupils track and assess progress with reports given to school and parents.

Where there are more complex needs for a pupil or their family then more formalised meetings will take place each term with all relevant parties across Education, Health and Social care.

### How do we adapt the curriculum and learning environment?

The curriculum is adapted to take account of individual or group needs through scaffolding and differentiation, with a view to multi-sensory, highly visual hands-on support. Some pupils may need an alternative curriculum; others may need an Early Years curriculum to continue longer into KS1. If advice and guidance is required it is sought from specialist advisors involved in specific needs.

Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style; lesson format; pace of lesson; provision of alternative recording methods (e.g. scribing, ICT, mind mapping, photographs); outcomes expected from individual children; materials used; support level provided; provision of alternative location.

School always acts upon advice received from external agencies (e.g. most advantageous positioning of hearing impaired children and use of aids as recommended; use of colour overlays for children with Meares-Irlen syndrome; use of short breaks; dyslexia friendly word mats; lists of key words for topics, highlighting pens, coloured interactive boards, writing frames, modelled and shared writing opportunities).

- We endeavour to ensure that our classrooms are Autistic Spectrum friendly including use of visual timetables, personalised timetables, quiet workstations, areas of retreat, pictorial labelled resources. We have a garden where children can carry out garden activities or just relax and read. 'The Bungalow' is a retreat where children can relax and listen to stories.

- We endeavour to ensure that all classrooms are Speech and Language friendly including chunking of instructions, use of clarification, allowing processing time, pre-teaching of key vocabulary, overlearn where appropriate, differentiated activities.
- Quiet areas for small group work or 1:1, throughout the school, are available to enable personalised and focus activities to be carried out.

**What are the arrangements for consulting children with SEND about and involving them in their education?**

Discussions, through circle time, reviews throughout the year and questionnaires are used to obtain children's views about their learning and progress; children attend the termly reviews and have a voice in the planning of targets, progress, strengths, hopes and aspirations. We pride ourselves in encouraging all children to develop confidence when discussing issues about the world around them during assemblies and classroom debates.

**What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?**

All relevant bodies, services and organisations are involved to support the needs of our pupils with SEND and their families, particularly where intensive support is needed. It is in everyone's interest for complaints to be resolved as quickly as possible. Our SEND complaint process is as follows:

- Firstly, the complaint is discussed with the class teacher; the complainant needs to feel that they have been listened and that all points raised have been addressed.
- If the matter remains unresolved the SENCO and/or senior manager then deal with the complaint. If there is no resolution the Head Teacher should become actively involved.
- If the matter is still unresolved, the complainant must put their complaint in writing to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed resolution procedures.
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Enquire Trust.

How does the Governing Body involve other bodies, including health and social services bodies, local authorities support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?

All relevant bodies, services and organisations are involved to support the needs of our pupils with SEND and their families. External support plays an important role in helping to identify, assess and make provision for pupils with special educational needs. Below is a list of agencies that we may need to support children with SEND:

SEND specialist  
Educational Psychologist  
Speech and Language Therapist  
Communication and Interaction (Autism)  
The Child Development Centre  
Hearing impairment, Visual Impairment  
Complex Needs Team  
Behaviour support  
Occupational Therapy Team  
Social Services for children and adults  
Hub support  
CAMHS - Child and Mental Health Services  
Medical Team  
Barnardo's - gender issues

What are the contact details of support services for the parents of children with SEND, including those for arrangements made in accordance with clause 32?

← **Communication & Interaction (Autism)** - the LA working with Barnardo's. All referrals for the autism service should continue to be sent by schools to the SAS Team. Any queries 01472 355365.

← **Physical & Medical Difficulties** - the LA working with Barnardo's. All referrals (by the school) to the Barnardo's office via email: nelincs@barnardos.org.uk

← **Severe & Complex Communication Difficulties** - provided by the Speech and Language Therapy Service (SALT). Service Managers: Fiona Clawson and Sarah Howard - Tel: 01472 302591

All referrals will need to be completed by the referring school or setting and sent directly to the relevant service as above.

Access to the specialist SALT service is determined by the LA and SALT and is not open to direct referral from schools and settings.

The following services are managed directly by the Local Authority and funded via the Schools Forum:

**Education Team for Hearing (ETH) 01472 323465**

Contact: Karen Jacklin karen.jacklin@nelincs.gov.uk

Admin: [Fiona.neilson@nelincs.gov.uk](mailto:Fiona.neilson@nelincs.gov.uk)

**Education Team for Vision (ETV) Tel: 01472 323465**

Contact: Tom Saunders tom.saunders@nelincs.gov.uk

Admin: [michelle.popkin@nelincs.gov.uk](mailto:michelle.popkin@nelincs.gov.uk)

**Behaviour Support Service: Tel: 01472 323688**

**Portage Team:** Contact Maggie Smith [Maggie.smith@nelincs.gov.uk](mailto:Maggie.smith@nelincs.gov.uk)

Tel: 01472 323177

**Health Care**

CAMHS- <http://www.lpft.nhs.uk/our-services/camhs/north-east-lincolnshire>

**Community Nursing Team**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/215](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215)

← 708/dh\_124900.pdf

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**Children's Occupational and Physiotherapy Therapy**

The Children's Therapy Team has two Managers:

Fiona Clawson and Sarah Howard, who are based at the Diana, Princess of Wales Hospital Tel: 01472 302591

**Children's Speech and Language Therapy**

Please see our website: [www.nlg.nhs.uk](http://www.nlg.nhs.uk) or contact our Department (01472 302591) for a copy of the referral form.

**Child Development Centre (CDC)**

Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA

(01472) 874111 ext. 7100/7102

Core offer for children:

Assessment, advice and support for families and carers of children from birth to 5 years old who have severe or complex additional needs.

**Educating children with health needs**

<http://www.education.gov.uk/aboutdfe/statutory/g00219676/health-needs-education>

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### **Health Visiting Service**

Visiting Service Manager can be contacted on 01472 255212. Alternatively you can contact either: The Patient Advice and Liaison Service (PALS) 01472 625222 or 01472 326426 (NELC).

### **School Nursing**

You do not require a referral, you just need to contact the school nursing team at: William Molson Centre, Kent Street, Grimsby, DN32 7DJ. Tel: 01472 325295.

### **Wheelchair Services**

For eligibility criteria and categorization schedule please contact Wheelchair Services Department, Diana, Princess of Wales Hospital, Scartho Road, Grimsby, DN33 2BA or Tel: 01472 874111.

### **Social Care Support**

If you are concerned about the welfare of a child or young person, please contact our Children's Assessment and Safeguarding Service (CASS) on 01472 325555.

### **Vulnerable Young People support**

If you require any further information please contact: Sandra Snell at the VYPP, Tel: 01472 325421.

### **Children's Disability Service**

If you wish to know more about what support is available for a child or young person with additional needs, please contact the Children's Disability Service (CDS) on 01472 325607

### **The Carers' Support Service (The NEL Keyworker Service, part of the Children's Disability Service)**

If you are a Carer in North East Lincolnshire, please register with the new service by calling 01472 242277 or e-mailing [info.nel@carerssupportcentre.com](mailto:info.nel@carerssupportcentre.com)

### **Early Years Support**

Parents or professionals can contact the Social Care Duty Team: Tel: 01472 326298.

### **Multi-Agency Developmental Assessment**

Referral for this assessment is usually through the Early Support Pathway after the completion of a Common Assessment Framework (CAF) form by a professional involved with a family. After assessment, families and practitioners can seek further advice or review by contacting a team member on (01472) 874111 ext. 7102.

**Children's Centre** The FIS Team Tel: 0800 18 303 17

## **Educational Outreach Support**

Learning and Cognition Team. This service is accessed by educational settings by contacting the Early Years Teacher: Paul Cook: paul.cook@nelincs.gov.uk or paul.cook6@nhs.net, Child Development Centre, Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA. Tel: 01472 874111 ext.7102 or 07917455025.

### **Our School's Local Offer for SEND**

See separate document under SEND on our website.

North East Lincolnshire's local offer can be found on this website

**<http://localoffer.nelincs.gov.uk/EarlyYears/LocalOffer/>**