



SEN Information Report / Local Offer Submission 2020/2021

Please submit your responses to localoffer@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: The Palmer Academy

Address: 70 Northumberland Avenue

Telephone: 0118 9375481

Email: admin@thepalmeracademy.com

Website: www.thepalmeracademy.com

Ofsted link: 123180

Head teacher: Mr Dominic Prendergast



SENCo:

Name: Jacqui Chick

Contact: jacqui.chick@thepalmeracademy.com

Date of latest Accessibility Plan: 2017-2020

Date completed: June 2020

By whom:

Name: Jacqui Chick

Role: Inclusion Manager

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

The Palmer Academy is committed to meeting the needs of all pupils including those with special educational needs and disabilities. All pupils regardless of their particular needs are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

‘Inclusion is a strength of the school. Pupils with special education need and/or disabilities achieve well. This is because they receive effective support that is directed towards their specific learning needs.’ Ofsted 2017

Regulations			School Response
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>We offer a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social and emotional difficulties and sensory or physical needs.</p>
2	Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>The school decides if a child needs extra help if:</p> <ul style="list-style-type: none"> - concerns are raised by parents/carers, teachers or the child. - limited progress is being made, identified through continuous assessment throughout the year. - there is a change in a child’s progress or behaviour. <p>Meetings are held each term to look at the progress of all pupils.</p> <p>Where there are concerns that a pupil is not making progress in key areas of learning further assessments will take place. In addition, there will be discussions with key staff to plan for additional support to be in place and the outcomes expected</p>

			from this intervention. You will be invited to contribute to these discussions. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	The Schools SEND policy can be found on our website http://www.thepalmeracademy.com/information/policies
3a	How the school evaluates the effectiveness of its provision for such schools	How do you make sure that the SEN provision is helping pupils make better progress? How do you check other outcomes for children with SEND, such as independence and well being?	The SENCo regularly monitors provision to ensure it is of good quality and is making the expected impact. Termly pupil progress meetings discuss what progress a child is making and includes discussing learning behaviours and emotional wellbeing. We plan opportunities to discuss how our children feel within our PSHE programme. Children are encouraged to use the language they have learnt in these lessons to

<p>3b</p>	<p>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>The SENCo attends termly pupil progress meetings and monitors the progress of all children on the SEND register. In this way individual provision is evaluated on a regular basis.</p> <p>Advice from agencies is followed and interventions adapted through a process of plan, do, review.</p> <p>Views from you, your child and the school will help agree targets and actions/ additional support to help your child overcome any difficulties. These will be carefully recorded by the school in an individual learning plan. This plan will include your child's strengths as well as areas of difficulty.</p> <p>The impact of this additional support will be reviewed regularly. You will be invited to be part of this review.</p>
<p>3c</p>	<p>The school's approach to teaching pupils with SEND</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>At The Palmer Academy all teachers are teachers of special needs. We aim for all pupils to achieve relevant learning objectives and meet clear success criteria, all making progress towards expected learning outcomes in every lesson.</p> <p>Our teachers are able to this by adapting teaching (differentiating) to meet the diverse range of needs in each class. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.</p> <p>Grouping arrangements are flexible and teachers use both achievement and mixed achievement groupings.</p> <p>Additional adults are used flexibly to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills.</p> <p>If required, additional provision supports groups and individuals to develop key areas of their learning and development.</p>

			<p>We provide additional provision within the teaching areas wherever possible as we believe that this is where children learn best. Children may be withdrawn where there is a clear identified specialist need which cannot be addressed within the class. Where this is necessary, it is done for an identified purpose and for a specific period of time. These outcomes are made clear beforehand and the impact monitored through pupils' ability to apply these skills in their learning as well as through termly tracking.</p>
3d	<p>How the school adapts the curriculum and learning environment for pupils with SEND</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The school has an accessibility plan which can be found at: http://www.thepalmeracademy.com/information/policies</p> <p>The school makes every effort to make reasonable adjustments to the school environment where possible. The school has double width corridors. Accessible toilets and a lift for accessing the first floor.</p> <p>Our inclusion policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where applicable parents/carers are consulted and involved in planning.</p>
3e	<p>Additional support for learning that is available to pupils with SEND</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how</p>	<p>Additional adults are used flexibly within classes to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills.</p> <p>If required, additional provision supports groups and individuals to develop key areas of their learning and development.</p> <p>Additional adults with specialised training may be matched to year groups where there are specific needs.</p> <p>You will know if your child is getting extra support that is different from that of many of their peers</p>

		<p>much/what support my child will receive?</p>	<p>as you will be involved in the target setting for learning plans.</p> <p>How much/ what support your child receives will be partly determined by advice from external agencies, partly determined by the resources available within the school and partly determined by any funding received for your child.</p>
3f	<p>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</p>	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All pupils can apply for and attend a variety of after school and before school clubs.</p> <p>Children apply to join every term and allocations are made. Every effort is made so that each child attends at least one club they have applied for each term.</p> <p>Our inclusion policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where applicable parents/ carers are consulted and involved in planning.</p>
3g	<p>Support that is available for improving the emotional and social development of pupils with SEND</p>	<p>What support will there be for my child's overall well-being?</p>	<p>Personal and social development underpins the work of the school so that the pupils see themselves as learners, are cooperative and develop kindness and respect. Pupils are taught how to recognise and manage their feelings and behave appropriately so that all pupils can learn. This is modelled by the adults around them. The schools Emotional Literacy Support Assistant (ELSA) and Family Worker also provide additional support as appropriate as does the schools play therapist.</p> <p>Advice from external professionals may be sought and joint plans are made where appropriate.</p>
4.	<p>In relation to mainstream schools, the name and contact details of the</p>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p>	<p>At The Palmer Academy, the Special Needs Coordinator (SENCo) and Inclusion Manager is</p> <p>Jacqui Chick</p> <p>She can be contacted on 01189375481</p>

	SEN Co-ordinator	What should I do if I think my child may have a special educational need or disability?	<p>Her email is : jacqui.chick@thepalmeracademy.com</p> <p>If you think your child may have a special educational need or disability talk about your observations with your child’s class teacher. If further discussions or assessments are needed, the class teacher will organise a meeting between the parents and the SENCo.</p>
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	<p>Our Inclusion Manager has an additional qualification in Special Educational Needs.</p> <p>We also have an Emotional Literacy support assistant (ELSA).</p> <p>All our teachers take part in formal and informal training which may involve working with the Inclusion manager to help translate strategies into the classroom, going on a course or working with external professionals. We look for ways to use the skills and specialities of teachers and teaching assistants and staff regularly observe each other which allows us to develop our practice. We have several established relationships with professionals in health and social care.</p>
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	<p>General equipment and resources to support learning is readily available in school such as practical equipment and computer programmes to support reading and writing. More specialist equipment can be bought by the school when recommended by external agencies. Where the cost of this is over the notional budget allocated by the local authority an application for additional funding may be made before equipment can be secured.</p>

7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We involve parents and families in discussions about their child's learning and include their priorities as well as our own when we are planning provision. This takes place formally each term for all pupils, but more frequent, informal meetings/ phone calls take place where appropriate.</p>				
8.	The arrangements for consulting young people with SEN about, and involving them in their education	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>We aim to provide pupils with choice and opportunities to discuss their needs and successes as part of everyday practice. Children are encouraged to give their views on what is working well and what they want to improve and these views are included in their co-produced learning plan. Pupils with Education Health Care Plans are involved in evaluating their provision and their views are recorded and presented to the Local Authority at the annual review.</p>				
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>We welcome feedback from parents, including concerns. However, if you are unhappy you should initially speak to the class teacher. If the issue is not resolved, you can speak to the Assistant Head for your child's year group and/or Inclusion Manager. If the issue is not resolved, you can speak to the Headteacher.</p> <p>It is hoped that a solution will be reached but if a problem still exists you may seek the advice of the SEND Governor and if a child has an Education Health Care Plan, the Local Authority. Parents may also be signposted to the local Parent Partnership Service. As a last resort parents have the right to go to an independent SEN tribunal.</p>				
10.	How the governing body involves other bodies including health and social care,	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support</p>	<p>The school liaises with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:</p> <table border="1" data-bbox="810 1966 1391 2018"> <thead> <tr> <th data-bbox="810 1966 991 1995">Agency</th> <th data-bbox="991 1966 1391 1995">What they offer</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 1995 991 2018"></td> <td data-bbox="991 1995 1391 2018"></td> </tr> </tbody> </table>	Agency	What they offer		
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	<p>LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>from these services?</p>	<table border="1"> <tr> <td data-bbox="807 165 991 300">Educational Psychology Service. (EP)</td> <td data-bbox="991 165 1390 300">The EP works with the school and families to help identify any barriers preventing a child from making good progress, emotionally or academically. She also runs staff training.</td> </tr> <tr> <td data-bbox="807 300 991 434">Speech and language Therapist</td> <td data-bbox="991 300 1390 434">The Speech Therapist assesses and identifies the next steps for children having any difficulty with language and communication. She also trains staff to teach these next steps.</td> </tr> <tr> <td data-bbox="807 434 991 591">Art and play therapists</td> <td data-bbox="991 434 1390 591">The art and play therapists use creative materials and props to help your child talk about what is on their mind. This helps the school support your child through any challenges or changes they may be facing.</td> </tr> <tr> <td data-bbox="807 591 991 725">Physiotherapist Occupational Therapist</td> <td data-bbox="991 591 1390 725">If a child has a physiotherapy or occupational therapy plan, professionals may model and train staff in how to implement the plan.</td> </tr> <tr> <td data-bbox="807 725 991 860">Sensory consortium</td> <td data-bbox="991 725 1390 860">The sensory consortium team visit three times a year to support and identify any additional strategies needed for children with hearing and/or sight impairments.</td> </tr> <tr> <td data-bbox="807 860 991 972">School Nurse</td> <td data-bbox="991 860 1390 972">The school nurse can offer help and support to the school and families on a wide range of issues including sleeping, food and bed wetting.</td> </tr> <tr> <td data-bbox="807 972 991 1061">CAMHs (Child and Adolescent Mental Health Service)</td> <td data-bbox="991 972 1390 1061">They offer diagnosis of a need e.g. ASD (autistic spectrum disorder), ADHD (attention deficit disorder) or anxiety disorders.</td> </tr> <tr> <td data-bbox="807 1061 991 1196">Early Help Team also known at the CAT (Children’s Action Team)</td> <td data-bbox="991 1061 1390 1196">The Early Help Team can signpost to Primary Mental Health workers who support the school by giving strategies to promote good emotional health and family development workers.</td> </tr> <tr> <td data-bbox="807 1196 991 1330">Outreach</td> <td data-bbox="991 1196 1390 1330">Many schools with specialist provision offer outreach to give advice and support regarding a specific need, e.g. speech and language, autism, moderate learning difficulties.</td> </tr> </table> <p>The full range of local support available to support your child both within and outside of school can be found at www.reading.gov.uk/sevicesguide</p>	Educational Psychology Service. (EP)	The EP works with the school and families to help identify any barriers preventing a child from making good progress, emotionally or academically. She also runs staff training.	Speech and language Therapist	The Speech Therapist assesses and identifies the next steps for children having any difficulty with language and communication. She also trains staff to teach these next steps.	Art and play therapists	The art and play therapists use creative materials and props to help your child talk about what is on their mind. This helps the school support your child through any challenges or changes they may be facing.	Physiotherapist Occupational Therapist	If a child has a physiotherapy or occupational therapy plan, professionals may model and train staff in how to implement the plan.	Sensory consortium	The sensory consortium team visit three times a year to support and identify any additional strategies needed for children with hearing and/or sight impairments.	School Nurse	The school nurse can offer help and support to the school and families on a wide range of issues including sleeping, food and bed wetting.	CAMHs (Child and Adolescent Mental Health Service)	They offer diagnosis of a need e.g. ASD (autistic spectrum disorder), ADHD (attention deficit disorder) or anxiety disorders.	Early Help Team also known at the CAT (Children’s Action Team)	The Early Help Team can signpost to Primary Mental Health workers who support the school by giving strategies to promote good emotional health and family development workers.	Outreach	Many schools with specialist provision offer outreach to give advice and support regarding a specific need, e.g. speech and language, autism, moderate learning difficulties.
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<p>11 .</p>	<p>The contact details of support services for the parents of pupils with SEND including those for arrangements made in</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Parenting Special Children run specialist parenting programmes for parent/carers who have children with special needs, programmes include Time Out from Special Needs, an 8 week course for parent/carers who have children with a range of special needs; Time Out from ADHD, a four week course for parent/carers who have children and young people with ADHD (Attention Deficit Hyperactivity Disorder); Time Out from</p>																		

	<p>accordance with clause 32.</p>		<p>ASD a four week course for parent/carers who have children or young people with Autism. All programmes are FREE to families.</p> <p>Contact Name Ruth Pearse</p> <p>Telephone 0118 9863532</p> <p>E-mail admin@parentingspecialchildren.co.uk</p> <p>Reading Information, Advice & Support Service for SEND (SEND IASS)- service was formerly called the Parent Partnership Service. It offers free confidential and impartial advice and support to Reading parents and carers who have children (up to the age of 25) with special educational needs or disability. We are moving towards offering support to older children and young people. The service also offers all parents and carers (whether the child has special educational needs/disability or not) advice and support with secondary transfer. This service operates term time only.</p> <p>For advice about secondary transfer call 0118 937 3242 or email choice.advice@reading.gov.uk</p> <p>Contact Name Lesley Chamberlain</p> <p>Telephone 0118 937 3421</p> <p>E-mail iass@reading.gov.uk</p>
<p>12</p>	<p>The school's arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by:</p> <p>When joining the school in our Reception/Nursery classes: The SENCO and or EYFS staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more</p>

			<p>significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented, and more detailed arrangements may be required. EY staff will also make home visits.</p> <p>When moving to another school: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible</p> <p>When moving between classes and phases: An information sharing meeting will take place with the receiving teacher. There will be opportunities for your child to visit the new class and meet the teacher and other key staff</p> <p>A whole school transition programme is taught in term 6.</p> <p>When moving to secondary school: Our SENCO will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition.</p> <p>Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.</p> <p>Your involvement in this process will be critical to supporting a successful move.</p>
<p>13</p>	<p>Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The full range of local support available to support your child both within and outside of school can be found at https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</p>

	local authority expects to be made available by schools, early years and post-16 providers)		
14	<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>Views from you, your child and the school will help agree targets and actions/ additional support to help your child overcome any difficulties. These will be carefully recorded by the school in an individual learning plan. This plan will include your child's strengths as well as areas of difficulty.</p> <p>The impact of this additional support will be reviewed regularly. You will be invited to be part of this review.</p> <p>These reviews take place formally each term for all pupils, but more frequent, informal meetings/ phone calls take place where appropriate.</p> <p>Pupils with Education Health Care Plans are involved in evaluating their provision and their views are recorded and presented to the Local Authority at the annual review.</p>

1 5	Who can I contact for further information?	Jacqui Chick jacqui.chick@thepalmeracademy.com
	What is the complaints procedure?	The complaints procedure can be found in the policy section of our website: http://www.thepalmeracademy.com/files/documents/REAch2_Complaints_Policy_and_Procedure_-_Academies(1).pdf

Our external partners are

Educational Psychologist

Speech & Language Therapist

Primary Mental Health Worker

Play Therapist

School Nurse

Education Welfare Officer

Police Community Officer

The Academy Trust

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?

The school provides additional support in our Nursery Setting and uses a speech and language screening tool and additional speech and language assistant time to help improve language and communication skills and help all pupils' access the learning opportunities offered.

Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?

http://www.thepalmeracademy.com/files/documents/The_Palmer_Academy_SEND_information_report.pdf