

# Special Educational Needs (SEN) Information Report

The Palmer Academy

# Welcome



Welcome, I am Jo Room and I co-ordinate our provision for children with Special Education Needs and Disabilities (SEND) here at The Palmer Primary Academy.

You can contact me during school hours by emailing me at: [senco@thepalmeracademy.com](mailto:senco@thepalmeracademy.com) or by calling the school on [01189375481](tel:01189375481)

However, I do ask that if you are concerned about your child that you speak to their class teacher in the first instance as they are best placed to any questions that you may have.

The Governor responsible for SEND at The Palmer Academy is Smitha Surendran, please speak to the school office if you would like to speak with her.

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# Main Menu



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# Kinds of SEN provided for



- \* A pupil has SEN where their learning difficulty or disability calls for special educational provision, this is provision different from or additional to that normally available to pupils of the same age.
- \* At The Palmer Academy, our SEN provision is considered as falling under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and / or physical needs



# Assessment of SEN



At The Palmer Academy, we know that early identification of a problem can lead to early help for a child and therefore reduces the chances of a child falling behind with their skills.

The next two pages outline what assessments we use to give to help us and these are split into those four broad areas of SEND that have been previously mentioned.

However, on top of these methods, it's important to mention that teacher assessment, parent/carers assessments, assessments from other establishments that children are transferring to our school from, and even pupil assessments are all used to help us assess the skills of children at The Palmer Academy.



# Assessment of SEN



## Communication and Interaction

All children when they join our early years are assessed using the WellComm Assessment Kit. This tells us about how a child's communication skills are developing and then helps our staff to know what to do to ensure these keep making progress.

We also work closely with the NHS Speech and Language Therapy service who support us with the assessment of and planning for our children.

## Cognition and Learning

We use teacher assessment as a starting point for identifying where a child is with their cognition and learning skills.

**Pixl**

The Little **Wandles** assessments are also used to assess a range of communication skills.



# Assessment of SEN



## Social, emotional and mental health

We also use the Strength and Difficulties Questionnaires to support us assess children's social, emotional and mental health difficulties. Our Pastoral Lead uses the ELSA assessment for key children identified through teacher assessment.

## Sensory and / or physical needs

We work closely with the NHS Occupational Therapy and Physiotherapy service to accurately assess children's physical needs.

Sensory needs are assessed by using a Sensory Needs checklist and we also support families to apply for funding to have private sensory needs assessments as the NHS do not offer this service in this area.



# Provision for SEND



We believe that all children should first be able to access high quality first teaching in their class. Our teachers work incredibly hard to adjust the learning in their class to meet the varying needs of the learners in their class.

If this is not enough to meet a child's needs then we put in place a time-limited intervention to target the skill that we have identified as being delayed in developing for a child with the aim of them catching up to be age-appropriate with that skill. [Click the arrow](#) to see a list of this interventions that we currently offer, although these are always developing in line with the latest research into what works for children with SEND.

If this does not work then we work hard to put in place personalised curriculums and provision on an individual basis to meet a child's individual needs.





# Transition



- Transition meets with leaders from the local Secondary Schools.
- Key information and SEND documentation is passed on to their new setting.
- The Early Years Team carry out home visits with all pupils prior to joining The Palmer Academy.
- Children with SEND at another setting that are transition to The Palmer Academy will be visited by our SENCO prior to joining us.



# Interventions



Interventions are carried out in all year groups.

At the start of a 6 week intervention cycle, a baseline assessment is carried out to identify a starting point and then the assessment is repeated at the end of the cycle to evaluate the effectiveness of the provision.



# Interventions



## Communication and Interaction

- Wellcomm group and individual intervention.
- Speech sounds individual sessions.
- Phonological awareness groups.
- Listening and attention skills groups.

## Cognition and Learning

- A personalised intervention is used to support children who find remembering information difficult.
- The Little Wandles catch up programme is used for children from Y2 onwards.



# Interventions



## Social, emotional and mental health

- The ELSA individual and group intervention sessions.
- **Art Therapy.**
- Social and emotional skills group sessions.
- **Child Counselling sessions.**
- Daily check-in sessions.
- Lego Therapy.

## Sensory and / or physical needs

- Physical skills group and individual sessions.
- Regular sensory break sessions.
- Sensory sessions in the Sensory Room.



# The Palmer Academy SENCO



My name is Jo Room and I am the Assistant Head for Inclusion at The Palmer Academy. At The Palmer Academy we believe in giving every child, every chance, every day. Therefore overcoming barriers to learning so that every child can be included is an essential part of our mission. I believe in celebrating the progress our children with SEND make and work hard to identify progress. I believe that our aim should always be to make children with SEND as independent as they possibly can be.

I completed the National SENCO qualification in 2017 and before that I was a class teacher at a school with a hearing impaired unit. Therefore, I have gained considerable experience working with children with additional needs.



# Staff Training



We strongly believe that staff development allows us to better understand and therefore meet the needs of our children at The Palmer Academy. The LSAs at The Palmer Academy have had training on Speech and Language Needs and individual staff have had specialist training for interventions such as Picture Exchange Communication and Attention Autism.



# Equipment



- \* Writing slopes are used, when recommended by the occupational therapists, pencil grips are also used to help children with physical barriers to writing. Other equipment to help children with physical needs includes specialist cutlery and specialist support chairs.
- \* Equipment to meet sensory needs is used across the school such as chew buddies, ear defenders and balance balls are used and we are currently creating a sensory room within the school.
- \* Equipment to support concentration used which includes wobble cushions, fiddle toys and stress balls.
- \* Specialist toilet and changing equipment is also available for children with continence problems.



# Parental Involvement



- \* Parents of a child with SEND are also given an extended time during parents evening where their child's Individual Education Plan is shared and discussed.
- \* We hold SEND Coffee events where we invite parents of children with SEND to share information and network with other families.





# Child Involvement



- \* Children are invited to parents evenings to share their views.
- \* Children are involved with the IEP process, including the review of targets and the setting of new ones.



# Problems and Complaints



- \* We believe that by working together almost all problems can be solved in the best interest of our children.
- \* If you have a problem, you should speak with your child's class teacher in the first instance.
- \* If the problem or concern persists then you can arrange a meeting with the class teacher and the SENCO and/or the Headteacher(s) through the school office.
- \* If the problem or concern persists then you can arrange a meeting with the SEND Governor.
- \* Complaints are followed in line with our school and REACh2 policy which can be found on our school website.



# Organisations we work with

- \* We are an Academy, however we do still work closely with Brighter Futures for Children at Reading County Council education services such as Educational Psychology, Specialist Teacher and Early Years Service and Statutory Assessment Service.
- \* NHS services such as Community Paediatrics, Speech and Language Therapy service, Occupational Therapy Service and CAMHs.
- \* The University of Reading Speech.
- \* The Cranbury College – Pupil Referral Unit and Alternative Education.
- \* One Reading.



# Testimonials



- \* *“Inclusion is a strength of the school. All pupils are equally valued and treated fairly. Adults care for pupils and consequently, pupils feel safe in school.” Ofsted Report 2017*

