

SEND –  
Information  
Report

The Palmer Academy

2024 – 2025



# Welcome

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- I am Miss Room and I am Assistant Headteacher for Inclusion here at The Palmer Academy. I carry out the role of SENDCo (Special Educational Needs and Disabilities Co-Ordinator) which involves supporting and coordinating provision for children with Special Education Needs and Disabilities (SEND).
- If you are ever concerned about your child's progress or development, please speak to the class teacher in the first instance. The teacher can then complete a referral form to request SENDCo support or advice if needed.
- If you would like to speak to me, I can be contacted via email: [senco@thepalmeracademy.com](mailto:senco@thepalmeracademy.com) or by calling the School Office on 01189 375481.



# WHAT IS OUR SEND ETHOS AND APPROACH?

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- We have an inclusive ethos in all areas of school life, including teaching, learning and the curriculum. We use inclusive, targeted quality first teaching from the class teacher with adapted planning to support ALL children to access the curriculum at their level. Learning support assistants (LSAs) are also used in lessons to support individual pupils or groups.
- Pupils with SEND have opportunities to take part in all extra-curricular clubs and join in with trips and visits. Assemblies and the curriculum are used to raise awareness, promote diversity, and discuss issues such as bullying and discrimination.



# WHAT TYPES OF SEND ARE PROVIDED FOR?

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- We are an inclusive school that aims to meet the needs of ALL learners. A pupil has SEND where their learning difficulty or disability calls for special educational provision; this is provision different from or additional to that which is normally available to pupils of the same age. The types of SEND that are provided for fall under 4 broad areas:
- **Communication and interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning:** Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Specific learning difficulties, affect one or more specific aspects of learning -this encompasses a range of conditions such as dyslexia and dyscalculia.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or physical needs:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

# HOW DOES THE SCHOOL IDENTIFY AND ASSESS CHILDREN WITH SEND?

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At the Palmer Academy, we know that early identification of a problem leads to early help for a child which will reduce the chances of them falling behind. Information to help identify children with SEND is gathered from:

- Parents/carers and the child's views
- School staff
- School-based assessments
- Nursery speech and Language - phonenumber

Additional advice/assessments may be gathered via referral to outside agencies such as:

- Speech & Language Therapists
- Paediatricians
- Occupational Therapists & physiotherapists
- Social Care
- Educational Psychologists
- School Nursing Service
- Early Help Team

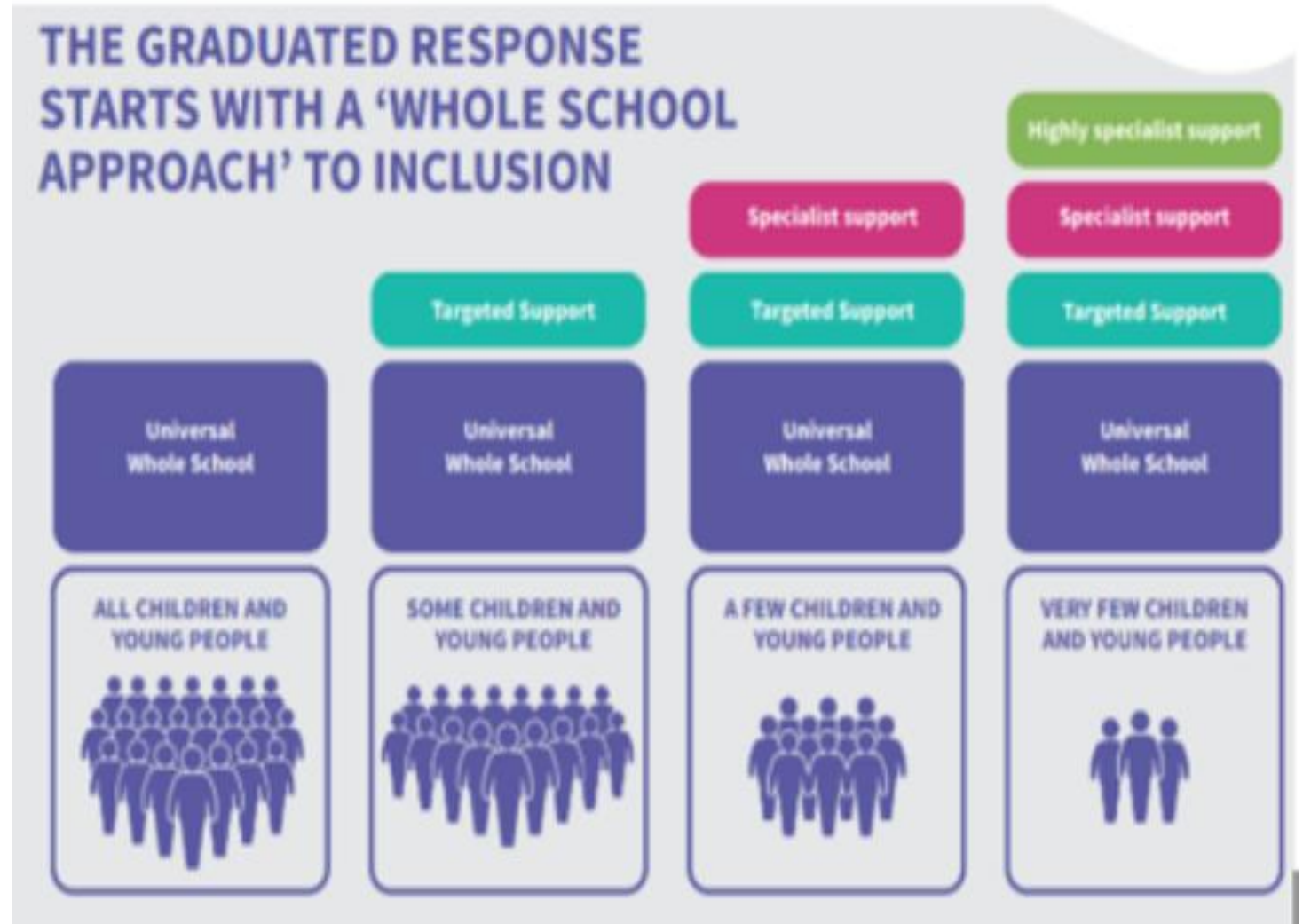
## QUALITY FIRST TEACHING

- All children should 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 all pupils.

Cognition and Learning – QFT strategies	Communication and Interaction – QFT strategies	SEMH – QFT strategies	Sensory and Physical – QFT strategies
Clear targets for ‘next steps’; building on what pupils can already do	Increased visual aids and use of class or individual visual timetable	Clear, consistent reference to behaviour policy/pastoral plans	ICT ease of access settings: eg: a magnifier
Make explicit links to prior learning and to recap learning points throughout and at the end of the session (overlearning)	Eye contact or pupil’s name to gain attention before giving information or instructions	Provide regular and specific praise and reward	Coloured overlays or coloured backgrounds on Interactive whiteboards
Instructions given in small chunks with visual cues	Minimal use of abstract language eg: idioms	Give classroom responsibility to raise self – esteem	Consider lighting, sounds and temperature
Opportunities to work with a scribe (if needed), in small groups or using ICT.	Information or instructions in manageable chunks	Use now and next boards	Ensure appropriate print size
Ask pupils to explain and clarify their understanding	Simple checklist/task list with visual cues	Practice and rehearse classroom routines	Left-handed and right-handed pupils to be considered when seating
Minimize copying from any source	Giving time for processing	Interactive whole class strategies – eh: holding up answers, whiteboards, practical resource, role play etc	Sloping desks if appropriate
Additional thinking time or time to complete tasks	Clear modelling of what is expected to support auditory processing	Communicate in a calm, clear and consistent manner	Read aloud as you write on the board and model
Key words/vocabulary clearly emphasized with visuals	Effective use of questioning and encouraging children to ask/answer questions	Alternative seating for tasks/carpet time, or wobble cushions if needed	Use of ear defenders
Use alternative ways of recording – mind maps, voice recorders, ICT, writing frames, sorting etc	Range of multi sensory resources	Use of fiddle toys for anxiety/calming	Use of agreed sensory toys for calming or breaks
Learning buddies/Talk partners	Quiet, distraction free workstation if needed	Provide opportunities to demonstrate skills and build self - confidence	Wobble cushions, elastic around chairs and fidget toys if appropriate
Alphabet strips/spelling mats/Little Wandle sounds mats on table	Parents advised on new vocabulary so it can be reinforced at home	Consider seating arrangements – focus on triggers, self esteem etc	Pencil grips, rulers with a handle etc
Multi – sensory resources used	Model good language and extend vocabulary	Provide movement/sensory breaks when needed or timetabled in	Sensory breaks, movement breaks
Pre-teach key vocabulary or contexts	Use of sentence stems and modelling in full sentences	Ensure a tidy, calm environment	Consideration around seating
Model and scaffold learning and teach/model memory techniques	Ensure preferred methods of communication are shared with key staff: eg: PECS, Makaton, etc	Ensure that tools/equipment/concrete resources are easily at hand	PE team to think around any adaptations that may be needed

# The Graduated Approach

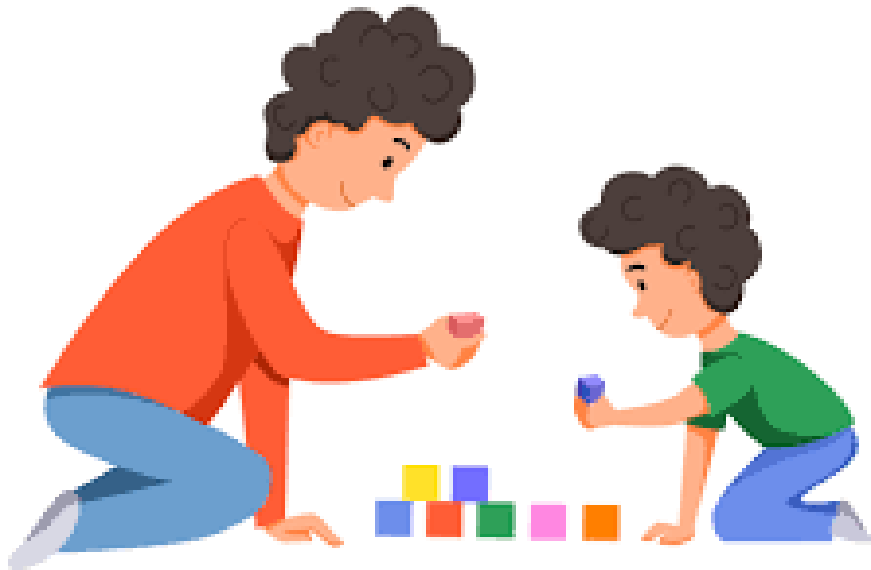
- The SENDCo identifies children with SEND through cycles of **assess, plan, do, review**.
- Opposite is a visual of the Graduated Approach, which The Palmer Academy follows.



This is when children may be moved onto the SEND register in agreement with parents and carers.  
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# Interventions

- If quality first teaching is not enough to meet a child's needs, then we put in place time-limited, evidenced-based interventions to target skills that we have identified as being delayed in developing for a child. The aim is for the child to catch up to be age-appropriate with that skill. If this does not work, then we review the Support Plan to see if any other intervention or outside agency is needed.



Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"><li>• Wellcomm (nursery and Reception)</li><li>• Speech and Language Link</li></ul>	<ul style="list-style-type: none"><li>• Little Wandle Phonics – Catch up and Keep up</li><li>• Precision teaching</li><li>• Blanks – questioning</li></ul>	<ul style="list-style-type: none"><li>• Thrive</li><li>• Lego Therapy</li><li>• BRYM</li><li>• Therapy dog</li></ul>	<ul style="list-style-type: none"><li>• Sensory circuits</li><li>• Fine Motor Skills program</li></ul>

# EHCPs – Education Health and Care Plans

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- In a few incidences, an EHC Needs Assessment can be requested when a child has a significant learning difficulty or a disability and is significantly below their peers/not making the progress expected with the support that is being put in place, or the parents of the child believe that the education setting is not able to provide the help and support which is needed.
- Families and schools are encouraged to work together to discuss the provision in place for a child and decide if/when statutory assessment is appropriate. An EHC Needs Assessment is usually requested by the school but can be requested by a parent.
- An EHC Needs Assessment may result in an **Education, Health and Care Plan (EHCP)** being issued. Parents have the right to appeal against a decision not to issue an EHC Plan.
- An EHCP is a document which sets out the education, health and social care needs of a child and the support that is necessary to help them to progress and achieve their outcomes (for some this may be up to age 25).
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review meeting.

# How does school communicate with me and my child?

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- We value the importance of good home-school communication. All children on the SEND register have a Support Plan –this outlines your child’s targets and SEND provision. Parents/carers will be emailed or given their child's support plan and will be invited to talk about their child during the termly parents meeting.
- We also share information in the following ways:
- Annual Review Meetings (for children with an Education, Health and Care Plan).
- Team Around the Family (TAF) meetings (where outside agencies are involved).
- Parents’ evenings with parents, children & teachers.
- Weekly newsletter.
- Information on our website.
- Arbor & email.
- Annual reports.



# How does my child have their say?

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- We talk to the children regularly about their learning and progress.
- Where appropriate, children are invited to 'Annual Review' meetings to share their views (for children with an EHCP). Sometimes we collect the child's views before the meeting using different methods such as questionnaires, 3 Houses or using pictures to communicate ideas.
- Children are invited to parents' evenings to share their views.
- Each class also has a Pupil Parliament representative to share their views, which includes children with SEND.



# How will my child be supported with transitions?

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- **Transitions from pre-schools/nursery schools:**
- Pupils due to join our reception class visit the school/classroom prior to starting and meet with staff. Where a child already has identified special educational needs, the SENCo will also visit the child in their pre-school setting and or home. The SENCo and/or Reception class staff will attend pre-school meetings prior to a child with SEND attending school if appropriate.
- **Transitions from class to class:**
- Prior to the start of a new academic year, class teachers and LSAs receive information about the SEND children in their class, including their Support Plans and/or One Page Profile. Relevant training/courses is arranged for teachers/LSAs as needed.
- **Transitions to/from another primary school:**
- All children with SEND can visit the school and have a tour prior to starting to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.
- We have a highly skilled pastoral team to monitor well-being and playground Sports Leaders to help children make new friends.
- All school SEND records are passed on to any other school a child transfers to.
- **Transitions to secondary school:**
- Where children with SEND are transferring to Secondary School, the SENDCo will contact the secondary school to transfer SEND information and discuss transition support.
- All pupils in Y6 are offered transition visits to their secondary school.

# SEND facilities and SEND resources

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- We have a fully accessible building and an accessible toilet. We also have a range of intervention space across the school. We have a range of SEND resources and equipment for use throughout the school if needed or recommended. We also have a dog (Bobbie) who comes in to support some of the children once a week.

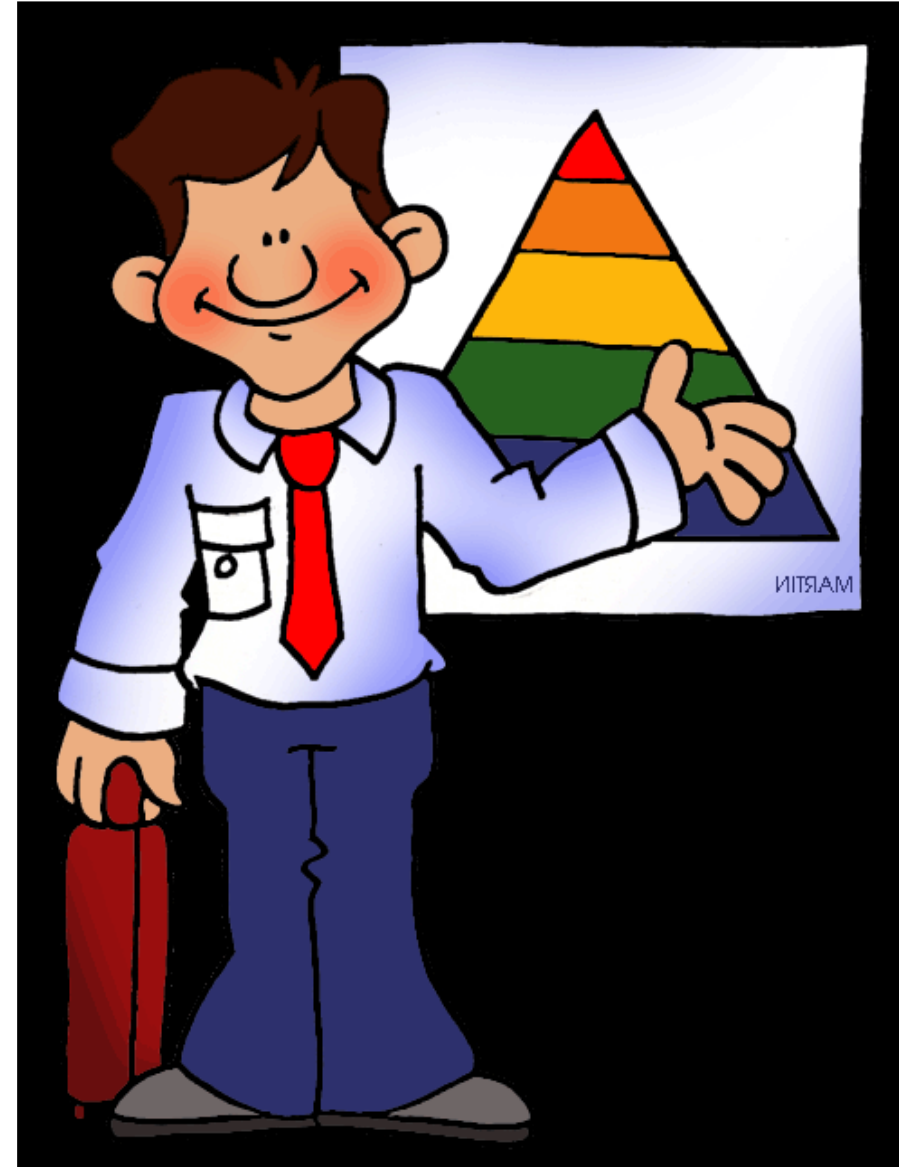
Resources include:

- Writing slopes
- Pencil grips
- Fiddle toys
- Ear defenders
- Balance balls
- Wobble cushions



# Staff Training

- We strongly believe that staff development allows us to better understand and, therefore, meet the needs of our children. Staff training is an ongoing process.
- The SENCo is a qualified teacher who holds the National Award for SEND Co-ordination.
- We have a two Thrive Approach practitioners.
- The SENDCo attends regular SENDCo up-date meetings and forums run by the Local Authority and Reach2 relating to the needs of pupils within the school. The school is supported by the RISE team in the Local Authority.
- Regular opportunities are given to staff to attend courses on relevant SEND topics.
- Staff training needs are also supported through PD days, peer mentoring and coaching, modelling, observation, working with outside agencies and staff meetings.



# Where can I find SEND information?

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- Reading Local Offer has a wealth of information for children and young people with SEND and their parents and carers about education, health and care services, leisure activities and support groups.

<https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=0>



- Reading SENDIASS(Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to SEND. It is free, easy to access and confidential <https://www.readingiass.org/>
- Our SEND Policy contains more information –this can be found on our school website.

# Problems and Complaints

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- At The Palmer Academy, we encourage parents to get in touch if they have concerns about their child's learning. However, if you are unhappy with the special educational provision that your child is receiving:
- Your first approach is to speak to your child's class teacher –you can visit or telephone the school office to make an appointment.
- If the problem or concern persists, the next step is to speak to the SENDCo by arranging an appointment via the school office.
- If necessary, the next step is to approach the Head Teacher, you can make an appointment via the school office. It is the Head's job to hold staff to account if things are not right, or to explain why the school is unable to meet a request. We encourage parents to share concerns early so that they do not become a problem.
- If your concerns are not resolved, please see our Complaints Policy for advice on how to proceed, this can be found on our school website.

