

St. Edward's Academy Cheddleton [SEAC] SEND Information Report

Welcome to our SEND Information Report which is part of the Staffordshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). If you have any specific questions about the Staffordshire Local Offer please look on the Staffordshire County council SEND website,

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>



At SEAC we strive to support all the children to enable them to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum. For this to be achieved, quality first teaching is essential and we actively monitor teaching and learning in the academy. We are therefore constantly looking at how we can improve the provision for our pupils. To this end, the information contained within this report will be regularly reviewed and updated at the end of each academic year as necessary.

What should I do if I think my child may have as special educational needs?

Our academy has an 'open door' policy. If you have concerns then please contact, in the first instance, your child's class teacher. Information communicated with the class teacher may then result in a referral to the academy SENCO, Mrs. E. Clifford. She can also be contacted through the main office via email: office@st-edwards-first.staffs.sch.uk or telephone: 01538 360435.

If you have further comments or concerns then please contact our Principal, Mrs T. Ward. All parent's concerns will be listened to. Parent's views and aspirations for their child will be regarded within the assessment and provision process provided in school.

What are special educational needs?

According to 'The SEND Code of Practice 0 -25 years 2014 ':

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' (Code of Practice 2014)

What kinds of special educational needs are provided for at SEAC?

Our academy has made 'reasonable adjustments' to provide for the needs of a variety children. In particular, we aim to support children with needs in the following areas, as outlined within the SEND Code of Practice:0-25 years (2014), which are

- Speech, Language and Communication Needs (SLCN) - this includes speech related issues and Autistic Spectrum Disorder (ASD).
- Cognition and Learning (C&L) - this includes specific learning difficulties (SpLD).
- Social, Emotional and Mental Health Needs (SEMH).
- Sensory and/or Physical Needs - this includes Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and physical disability (PD).

We are also a pathways academy, hold full dyslexia friendly status and have relevant trained staff. Please see our SEND policy for further information.

How does SEAC know if children need extra help?

We will investigate the need for additional support for a child if:

- Concerns are raised by parents/carers, teachers (including those from a child's previous school).
- Assessment and tracking procedures indicate a lack of progress over a period of time.
- Observations by those within the academy (teachers, support staff, Senior Leadership Team) indicate a child has a need in one of the four areas. (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory/Physical.)
- There is a change in the child's behaviour
- There is an external referral from a Health Care professional

It is our aim to identify any child with SEN as early as possible. In response to this, we have experienced and trained teachers and Teaching Assistants in our Nursery who are also part of the Special Educational Needs coordinating team (SENCO) and we have a representative of the SENCo team in both Key Stage 1 & 2.

We are able to support children with varying special Educational/Health Needs, according to resources currently available in the academy. To do this, we work closely with parents/carers and outside agencies.

How will I know how SEAC support my child?

We believe that every child at SEAC is unique. We therefore carefully tailor all support and interventions to the child's needs. You will be informed and consulted during every stage of our support process. Please see our model of intervention, as outlined in our SEN policy.

If you have any queries, please do not hesitate to contact your child's class teacher or SENCO.

How will the curriculum be matched to my child's needs?

At our academy, teachers plan lessons and activities according to the year group and current levels of attainment within their class. Differentiation is a tool which enables them to do this. It can be achieved through outcome, input, support, groupings or resources provided.

All Interventions (1 to 1 & group), are matched closely to the child's area and level of need. A trained TA or teacher will lead interventions outlined within your child's 'Pupil Passport'. These will be monitored regularly by the class teacher. The SENCO will monitor these 6 times per year. Pupil passports will be discussed with parents and pupils, as appropriate depending on the age of the child.

Appropriate specialist equipment may be given to a child if deemed necessary. For example, writing slopes, pen/pencil grips, coloured overlays or easy to use scissors.

How will both you and I know how my child is doing?

Your child's progress will be monitored closely over the course of the year against our LEP (Leek Education Partnership) grids or P Scales. They will also undertake relevant standardised score assessment and age related tests.

You will be able to discuss your child's progress and attainment:

- At Parents Evenings
- During 'informal chats'
- At Pupil Passport meetings, that can be prearranged with your child's class teacher

- During annual and transition review meetings, if your child has a statement or Education, Health Care Plan
- With your child's link TA

Your child will also have regular opportunities to discuss their progress, including strengths and areas for improvement during Assertive mentoring coaching sessions.

How will you help me to support my child?

- An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning.
- Someone from the SENCO team can meet with you to further discuss how to support your child.
- If external agencies are involved, they may suggest further strategies and resources.
- We organise a number of parent workshops during the year with the aim of providing parents with more information about the curriculum and suggestions regarding ways to help your child.

How is the decision made about the type of support and how much support my child will receive?

This is completely dependent upon the needs of your child. For example:

- If a child has a statement or Health Education Care Plan - then we meet the allocated level of additional support outlined within it by the local Education Authority and this will be reviewed through annual and EHCP reviews.
- For pupils with SEND but without a Statement/Education Health Care Plan, the decision regarding the support required will be taken jointly between the class teacher, SENCO and Senior Management Team. These are reviewed regularly, with decisions being based upon tracking of pupil progress and as a result of assessments made, including those by outside agencies if appropriate.

How is my child involved in decisions?

- The pupil passports have a section where your child is able to comment upon 'What they are good at' and 'What they find difficult'. This can influence the other areas of the 'Pupil Passport' if deemed applicable by others completing the form.
- They are also consulted prior to annual reviews about their school life and progress towards meeting targets. If appropriate, they are invited to annual reviews.
- We also complete termly 'assertive mentoring' sessions, where the teacher and your child discuss progress and targets.

What additional specialist services and expertise may be available at or accessed by SEAC?

At times it may be necessary to consult with outside agencies. The agencies used by the academy include:

Autism Outreach Team	SENSS (Special Educational Needs Support Service)	Hearing and Visually Impaired Support service
Educational Psychologist	Speech and Language Therapy Service	Key Learning Centres (Horton Lodge & Springfields Special Schools)
Behaviour Support Service	School Nurse	PDSS (physical Development Support Services)
CAMHS (Child & Adolescent Mental Health Service)	Health Visitor	Social Services
Local Authority Support Team	Physiotherapy Service	Young Minds

ARCH	Gypsy Roma Traveller advisory teachers (GRTATs)	
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This list is by no means exhaustive and is subject to change.

How are parents involved in the academy?

We have an 'open door' policy and all our parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher (informal chats, parents evenings)
- Attendance at Pupil Passport meetings
- Attendance (and contribution) at Annual/EHCP/Transition Review meetings
- Support at home (homework, additional practise of spellings, times tables and reading)

How will the school prepare and support my child when joining SEAC, transferring to a new setting or to the next stage of education and life?

Our academy understands what a stressful time moving schools can be for everyone involved. Therefore many strategies are in place to enable the child's transition to be as smooth as possible. These include:

On entry into Nursery and/or Reception:

- A planned programme of visits during the summer term.
- Parents/Carers are invited to a meeting at the school so that they can meet the Foundation stage team, know what to expect and share any concerns.

Mid-Year Transition from another setting

- All parents/carers and children are offered a tour of the academy and a discussion with the Principal and/or Assistant Principals.
- Wherever possible, a planned programme of transition and pre-visits are arranged between the past school, current school and parents/carers. However, if this is not an option, all information is collected from the previous school and telephone conversations held between relevant members of staff if necessary.
- Children also have the opportunity to participate in a buddying system.

Moving into a new class:

- Children have the opportunity to meet their new class teacher and peers in the next classroom environment during 'Bump up' days in the summer term.
- There is also an informal parents evening in the summer term where parents can meet their child's new class teacher.

Moving to middle school:

The Year 4 class teacher/SENCO work closely with the teachers/SENCO at the other feeder schools to ensure that transitions go as smoothly as possible. The current transition arrangements are that:

- All information is transferred to the child's next school including current academic levels, personal information, procedures, IEPs & care plans.
- A representative from the middle schools comes into ours to discuss children, groupings, friendships and any other issues and to talk to children about the Middle school, including their fears.
- Parents of children with SEN, have the option to meet with the SENCO at the middle schools to discuss any issues.
- All children have an opportunity to spend time at the Middle Schools and a teacher from our school accompanies them. However, if your child has a specific need (either educational or pastoral) then extra visits are often arranged.
- If your child has a statement/EHCP, then a transition review is held in the autumn term prior to the transition to the next school. At this meeting, transition arrangements are discussed, the school is specified and any additional information is discussed.
- In addition to this, a transition topic is started at our school and finished at the next.

How will you support my child's medical needs?

For all medical needs, we endeavour to follow Local Authority guidelines and our own Academy policy.

- If a child has a medical need then a detailed Care Plan is compiled in consultation with parents/carers. The school nurse can be consulted if necessary. These are discussed with all staff involved with the child and are reviewed annually or earlier if necessary. Teachers have copies of Care Plans and these should be referred to when necessary.
- Where necessary and in agreement with parents/carers, prescribed medicines may be administered in school where a signed parental agreement form has been completed and agreed by Care Plan coordinator (Mrs D. Leese), in consultation with the Principal (Mrs T.Ward).
- Regular training in the administration of certain medicine is given to all staff as necessary.
- Staff and parents can also access support from the school nurse

How are the school's resources allocated and matched to children's needs?

The SEN Notional budget is allocated each financial year and we have the option to apply for additional funding through the Additional Education Needs bids . At present, the majority of the delegated SEN budget at our school is spent on supporting your child in class using trained Teaching Assistants who can deliver a range of interventions tailored to meet your child's individual needs. Individual Pupil Premium payments are also used to support pupils eligible for Free School Meals.

What training have the staff supporting SEND had or what training are they having?

Precision teaching	reading recovery	phonics
memory & recall	ALK	dyslexia awareness and training
Dyspraxia support	Fischer Family Trust	Talking partners
Epilepsy training	Better Reading Partners	Numicon training

supporting pupils on the autistic spectrum	Understanding Emotional Health in Children	administration of certain medicines
supporting children with behavioural issues,	Improving the thinking of children and adults.	supporting children with speech, language and communication needs.
Supporting children with physical and coordination needs - including lifting and handling	Supporting children with behavioural difficulties.	National SEN Coordination Award and termly SENCO update meetings.
Inference training	Supporting children in maths and English	

How accessible is the school both indoors and outdoors?

Our academy is a 'Pathways School'. This means that it has been made fully accessible for wheelchair users. In particular,

- Ramps have been created/adapted around the school make the site accessible to all.
- Toilets have been adapted for disabled users
- Pathways and doorways have been made wider,
- Lifting Platforms have been installed

We also hold:

- Full dyslexia friendly status
- Healthy School Status

As a school, we are happy to discuss individual access requirements.

Please look at our Access and Inclusion Policy and Accessibility Plan further information.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put to enable all children to participate. This is completed in consultation with parents/carers, school and outside agencies as required.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required then a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

What support will there be for my child's overall well-being?

Our school offers a wide variety of pastoral support for children who are encountering emotional, social and behavioural difficulties.

These include:

- The class teacher or Key Stage leaders, who are readily available for children who wish to, discuss issues and concerns.
- Weekly PHSE lessons with a member of the SENCO team, Mrs Leese.
- The SEAL (Social, Emotional, Aspects of Learning) pack which can be delivered at a whole class, group or individual level.
- Outside agencies, including Behaviour Support, CAMHS, Local Authority Support team, Young Minds, Arch
- Local Church support
- Guardian Angel (TA)

Who can I contact for further information?

If you wish to discuss your child's educational needs or have a comment, query or complaint then please feel free to contact your:

- Child's class teacher
- Head teacher
- The SENCO team
- Comments, Queries and Complaints box in the reception area
- Parent Partnership Service
- Local Education Authority

Appointments with school staff can be made through the office.

Telephone: 01538 360435

Office email: office@st-edwards-first.staffs.sch.uk

We hope that you find this useful and please do not hesitate to contact the school if you have any further questions.

Date: Summer Term 2017

Review Date - Summer term 2018