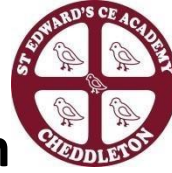


St. Edwards Academy Cheddleton



SEND INFORMATION REPORT 2020-2021

Ethos and Context of Our Academy

St Edward's Academy Cheddleton (SEAC) is a Church of England school and has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

Our Vision

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our children for life in all its fullness as honest adults in our diverse and ever changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by...

Learning and Caring Together '...they will flourish in the courts of our God' (Psalm 92:13)

Introduction

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 website (Staffordshire Connect) for more information. <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>



This report reflects our commitment to following current legislative guidance surrounding SEND. In particular,

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs Code of Practice: 0-25 years 2014
- The Children and Families Act 2014.

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 SENDCO assistant Mrs D. Leese or SENDCO Mrs E. Clifford on 01538 714843. They can also be contacted through the main office via email: office@stedwardscheddleton.co.uk.

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 and will continue to make 'reasonable adjustments' to provide for the needs of all children so that no child is treated less favourably than their peers. We provide an inclusive education for all and 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 fully accessible academy, hold full dyslexia friendly status and have relevant experienced and 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 Child Champions in our Early Years. Our SENCO team also have over-arching

responsibility for SEND across the school and are able to make any referrals to the Early Years Forum / SENCOs at any point during your child's Nursery Year.

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.

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

At our academy, teachers plan lessons and activities according to the year group, current levels of attainment and needs within their class. We do this using a variety of Brain Friendly Strategies and follow a 'Mastery' approach. This means that each child 'masters' a topic area before moving on to the next. Wherever possible, we aim all interventions to be class based. However, we are aware of the fact that some interventions require a one to one or small group approach. These are matched closely to the child's area and level of need and children may be withdrawn from class for a short period of time. A trained Child Champion or teacher will lead interventions outlined within your child's 'Pupil Passport'. These will be monitored regularly by the class teacher. The SENDCO will also monitor these 3 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 age related expectations. They will also undertake relevant standardised score assessment and age-related tests throughout the year.

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

- At Parents' Evenings via your child's MYOL (My Year of Learning Report)
- 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 Child Champion
- During planned additional communication meetings.

Your child will also have regular opportunities to discuss their progress, including strengths and areas for improvement.

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 SENDCO 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. We also hold 'watch me learn' sessions, where you can participate in your child's learning.

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 an Education Health Care Plan, the decision regarding the support required will be taken jointly between the class teacher, SENDCO and Senior Leadership 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.
- 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.

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	SENIS (Special Educational Needs Inclusion Support Service)	Hearing and Visually Impaired Support service
Educational Psychologist	Speech and Language Therapy Service	Home Start / Visyon
Behaviour Support Service	School Nurse	Occupational Therapy
CAMHS (Child & Adolescent Mental Health Service)	Health Visitor	Social Services
Safeguarding Local Support Team	Physiotherapy Service	Young Minds
ARCH	Gypsy Roma Traveller advisory teachers (GRT ATs)	Leek SEND Hub
Cicely Haughton Outreach Support	Primary District Inclusion Panel	All Star Education
PDSS (Physical Disability Support Service) - Anne Ratcliffe	Primary DIP (District Inclusion Panel)	Leek SEND Hub

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, parent's evenings)
- Attendance at Pupil Passport meetings
- Attendance at and contribution to 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.
- Home visits

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.

Moving into a new class:

- Children have the opportunity to meet their new class teacher and peers in the next classroom environment during transition days in the summer term.
- There is 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, Pupil Passports & 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.
- Staff from the Middle School come to SEAC to deliver taster lessons.
- 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.

For any more information regarding Year 4 transition contact the Year 4 class teacher.

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, in consultation with the Principal.
- 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. At present, the majority of the delegated SEN budget at our school is spent on supporting your child in class using trained Teaching Assistants (Child Champions) 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	Supporting children in maths and English

Epilepsy training	Inference training	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.
Physical intervention training	ICT & Maths for Teaching Assistants	Talk Partners
Calm Brain Training		

How accessible is the school both indoors and outdoors?

Our academy is a 'fully accessible' and we are constantly looking at ways in which we can further improve access to the curriculum, the physical environment and the written material that we produce (please see our school accessibility plan for further information).

In particular, SEAC 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
- Health and Well-Being Award

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 / British Values / Keeping Safe lessons / diversity days / Health and Well Being days
- Outside agencies, including Behaviour Support, CAMHS, Local Authority Support team, Young Minds, Arch. A Recovery Curriculum with a particular focus on Emotional Health and Well-Being.
- Local Church support
- Guardian Angel (Child Champion)

Who can I contact for further information?

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

- Child's class teacher
- The SENCO team
- Comments, Queries and Complaints box in the reception area
- SENDIASS service (<https://www.staffs-iass.org/home.aspx>, 01785 356921)
- Principal
- SEAC's LAC
- Local Education Authority

Appointments with school staff can be made through the office.

Telephone: 01538 714840

Office email: office@stedwardscheddleton.co.uk

For further information, please refer to our compliments, comments and concerns policy.

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

Date of Next Review Summer Term 2021