

Acorn Multi-Academy Trust SEN Information Report

Who We Are

The Acorn Multi-Academy Trust comprises Axminster Primary; Loders Primary; Marshwood CE Primary; Membury Primary; Mrs Ethelston's CE Primary and St. Andrew's CE Primary.

Our Vision

The schools share the common vision of working to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We will use our best endeavours to support all children to enable them to be successful at school. In order to achieve this we provide high quality first teaching, a wide range of support and interventions using specialist staff within the Multi-Academy Trust and we work with external agencies.

Special Educational Needs or Disabilities (SEND)

In each of the schools all staff are teachers of children with Special Educational Needs and /or Disabilities. We are committed to ensuring that all children with SEN learn successfully and achieve the best possible educational and developmental outcomes.

To do this we:

- involve parents/carers and children in the process of identification, support and review and welcome their input
- work with other agencies to provide support for parents/carers and children
- provide high quality teaching and provision to meet the needs of children with SEN
- support children and parents/carers through transitions to new settings
- work collaboratively within the Acorn Multi-Academy Trust

Head of School – Cara Gilmour-White (Acting)

Special Educational Needs Co-ordinator (SENCO) - Cara Gilmour-White

SEN Governor – Katherine Mansi

Identification

St. Andrew's Primary School is committed to the early identification of children with needs which are additional to or different from their peers. It is widely recognised that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. When a child is not making adequate progress despite high quality first teaching we will investigate the reasons for this and identify potential barriers to learning.

How do we identify children with SEND?

There are many ways that children may be identified:

- Parents/carers – parents/carers may raise concerns regarding their child with the class teacher. These concerns will be recorded and investigated and any outcomes will be reported back to you.
- Teachers – teachers may identify children by making observations of the child, analysing half termly assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions with the SENCO.
- SENCO – the SENCO will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering information about the child's progress, attainment and behaviour. Where appropriate, specific assessment tools may be used by the SENCO to identify specific needs.
- External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.

Who is involved in the identification of children with SEND?

Parents, Teachers, Teaching Assistants, SENCO, External Agencies

What should I do if I think my child may have SEND?

If you have concerns about your child, in the first instance you should discuss them with the class teacher. If this is not possible or you feel your concerns are not being addressed then you should contact the SENCO. If you still have concerns regarding your child then you should contact the Head of School.

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Provision

SEND provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality first teaching. Schools must use their best endeavours to deliver the right provision to meet the child's special educational needs.

How will the school support my child?

- High Quality First Teaching – this is the teaching that your child will receive every day. This will be differentiated to meet the needs of all children.
- High Expectations – all staff have high expectations of all pupils regardless of their level of SEND.
- SEND Support – this can be one or more of a variety of methods and may be delivered within the classroom or in another space on the school site. At St. Andrew's Primary we use a wide variety of interventions these include: small group work, 1:1 support, care plans, counselling, special resources and physical equipment. These are delivered by a variety of people including: class teachers and teaching assistants.
- Specialist Support – for some children specialist support from an external agency may be necessary. Any visits by external agencies will require parental consent.
- If your child does not make the necessary progress towards age-related attainment following implementation of additional support, then the school will apply for extra funding through the county's threshold tools if the child meets all the relevant criteria (e.g. Devon DAF3b).
- If your child has highly complex needs an ECHP assessment will be considered.

Who will oversee and plan my child's support?

The class teacher and SENCO should agree in consultation with you the interventions and support to be put in place. This will be shared with the child and a date for review will be set. The intervention/support may not be delivered by the class teacher and may take place away from the classroom. The delivery and impact of the intervention will be monitored by the class teacher with the support of the SENCO. At St. Andrew's, details of interventions/support will be recorded by the class teacher on your child's IP (Individual Plan), copies of which will be given to you and teaching assistants who work with your child and the SENCO.

How are the schools resources allocated and matched to children's special educational needs or disabilities?

All decisions about resources are made with regard to the needs of the children in the school. Each term pupil progress meetings are held where children who need SEND support are discussed and their progress monitored. Following this review, resources will be allocated as necessary. Resources include staff, equipment, training and intervention materials.

Reviewing

Reviewing a child's progress is key to being able to provide continuing effective support for a child. The review process will take into account the views of everyone involved in working with the child including the parent/carer and the child themselves.

Who will monitor the progress of my child?

- Your child's class teacher is responsible for reviewing your child's progress in all areas of the curriculum. The class teacher will assess your child's progress every half-term and will use this data to inform planning, selection for interventions or to identify barriers to learning.
- If your child is receiving an intervention they will be assessed before and after the intervention in order to monitor the impact. This will be done in partnership with the class teacher and the person carrying out the intervention.
- If your child has an Individual Plan (IP) you will be invited to review it with the class teacher. At your child's parental consultations progress against the targets set will be reviewed and new targets will be set if appropriate.
- The Head of School, along with the class teacher, reviews the progress of all children on a termly basis in a pupil progress meeting and all progress and attainment is feedback to the Governing Body.

When will my child's progress be reviewed and how will it be communicated to me?

- Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties.
- All teachers are available to talk to parents during the school week, most are available after school and appointments can be made for more lengthy discussions.
 - All parents/carers are invited to parental consultations in school twice a year.
 - Written reports are sent to all parents/carers termly.
 - IPs are reviewed on a termly basis – October, February and June.
 - Annual Reviews for children with ECHPs are carried every year. You will be invited by the SENCO to attend along with anyone else who has been working with your child. You will be given a copy of the Annual Review paperwork.

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External Support

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies.

What specialist services and expertise are available to or accessed by the school?

At St. Andrew's, we access a wide range of external agencies in order to best support the children in our setting. These include; Advisory Support Team, Behaviour Support Team (BST), Educational Psychology Service (EPS), Speech and Language Team (SLT), Occupational Therapy (OT), Communication & Information Team (CIT), Child and Adolescent Mental Health Service (CAMHS), GP, Paediatrician, Health Visitor, School Nurse and Social Services. This is not an exhaustive list. We also work together within the Acorn Multi-Academy Trust.

How are these services accessed?

These services are usually accessed by the school via a referral process. The referral is carried out by the SENCO and will always be with the consent of the parent/carer. In some instances these services may be accessed directly by the parent via the child's GP.

Transition

How will the school support my child's transition to a new class or school?

- When moving class the current and new class teachers will meet to discuss the children coming into the class. This will include sharing IPs, successful strategies, barriers to learning and next steps.
- When moving schools the SENCO will contact the new school's SENCO to share SEND information prior to the move, once the child has moved your child's SEND file will be sent to the new school.
- When moving to secondary education meetings will be held during the Summer Term to discuss all children with SEND. All children attend transition days at some point during the Summer Term. The secondary school may wish to meet your child prior to transition, in this instance you will be informed and your consent will be needed. These meetings may result in additional visits to the secondary school for the child; however this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases.
- Parents/carers of children with more complex needs may require earlier transitional preparation. The school's SENCO will support them in this process.

Accessibility

How accessible is the school site?

St. Andrew's is all on one level and some entrances to the school have ramps. Once inside the school all areas are fully accessible and we have one accessible disabled toilet. Outside, all levels of the playground, the outdoor classroom and the sports field are also fully accessible; however our forest school area is currently inaccessible to those with mobility difficulties, particularly wheelchair users.