

## SEN Report

### Special Educational Needs and Disabilities (SEND) and Local Offer

The Local Offer is the place on our website that provides and directs you to information that will support children and young people with Special Educational Needs and Disabilities (SEND). Our Local Offer helps parents, children and young people aged 0 to 25 years find and access information about specialist and targeted services or activities in North East Lincolnshire.

<https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>

### The Local Offer for Willows Academy

<b>Questions referenced to the SEN (Information) Regulations (Clause 65)</b>	
<b>DECISIONS ABOUT WHETHER A STUDENT HAS SEN</b>	
How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?	<p><i>Identification</i></p> <ul style="list-style-type: none"> <li>• Liaison with previous school/setting</li> <li>• Early Years Foundation Stage Baseline assessments</li> <li>• Parental contact via Appointments and/or open door policy</li> <li>• Weekly/fortnightly RAG Meetings</li> <li>• Half - Termly tracking data</li> <li>• Half-termly pupil progress meetings with class teacher, SENCO, Head of Academy, Associate Executive Principal following pupils' individual monitoring of progress (cohorts, groups and individual children RAG rated against expected progress)</li> <li>• Provision Mapping related to Sheffield STAT and Interim Assessment Frameworks</li> <li>• Termly planning liaison with Specialist Consultants in Educational Needs</li> <li>• Personal Learning Programme (PLP)</li> </ul> <p><i>Parental Action</i></p> <ul style="list-style-type: none"> <li>• First point of contact is class teacher via the open door policy</li> <li>• SENCO available if parent feels it necessary</li> <li>• The Head of Academy/Associate Executive Principal is available if concerns need to be taken further</li> </ul>
How is the decision made about how much individual support pupils will receive?	<p><i>The decision making process</i></p> <ul style="list-style-type: none"> <li>• Head of Academy / SENCO , with Class teachers review all progress data at weekly/fortnightly RAG meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• The SENCo and Class Teachers, acting on the advice of other professionals as appropriate determines support and Interventions.</li> <li>• The SENCo has a strategic leadership role in supporting class teachers in developing provision for pupils with special educational needs.</li> <li>• Class teachers are responsible for day-to-day provision, and they manage the work of any teaching assistants who work with SEND pupils. The SENCo offers support and guidance as necessary, as do other professionals e.g. paediatricians, Specialist Advisory Service, SEN Consultant(Team@work).</li> </ul> <p>Parents' involvement</p> <ul style="list-style-type: none"> <li>• Parents are involved and invited to attend meetings to discuss and agree intervention and support</li> <li>• Advice is given to parents as to how best to support their child at home</li> </ul> <p>Please note</p> <p>Any provision made via an Education, Health and Care Plan will be reviewed 6 monthly for those in Foundation Stage and Annually thereafter (unless significant changes are required in the interim)</p> <p><b>Whoever needs to be involved with the child is based on the child's individual needs</b></p>
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**SUPPORT FOR LEARNING AND WELL-BEING**

<p>How does the school support pupils with special educational needs</p>	<p>How the school oversees and plans education programmes for pupils with SEND.</p> <ul style="list-style-type: none"> <li>• Initially the school will map out the individual child's needs and then identify an appropriate programme of support</li> </ul> <p>Who supports pupils with SEND and their roles</p> <ul style="list-style-type: none"> <li>• The Academy accesses a 'FORTIS Therapy' as appropriate to work with pupils who may require additional support to access learning</li> </ul>
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	<p>due to emotional, social or behavioural difficulties. Often, these pupils are those who have SEND.</p> <ul style="list-style-type: none"> <li>The Administration Manager monitors attendance data carefully, and School liaises closely with the Educational Welfare Officer who may support pupils and families who may have difficulties in this area.</li> <li>Some of the Academy's SEND pupils are currently under the Early Help and Single Assessment process, and therefore regular multi-agency meetings are held. Relevant professionals and outside agencies are involved, as well the pupil's guardians/parents. Pastoral, social and medical support can be provided through the Single Assessment process e.g. through agencies such as FAST, FRS, CAMHS and Family Hub Workers.</li> </ul> <p>How information is communicated to parents</p> <ul style="list-style-type: none"> <li>If parents are concerned regarding issues related to their child's learning and wellbeing then they can speak to the class teacher in the first instance and if necessary contact the SENCO or Head of Academy, depending on need.</li> </ul> <p>Involvement and responsibilities of Educational Advisory Board(EAB)</p> <ul style="list-style-type: none"> <li>EAB Members are informed on a termly basis when they consider reports on the Academy SEND Policy and Action Plan</li> </ul>
<p>How Does the school help parents to support their child's learning?</p>	<p>How the school explains to parents how their child's learning is planned depends very much on the child's individual needs.</p> <ul style="list-style-type: none"> <li>Generically, twice yearly meetings are held with all parents.</li> <li>On an individual basis more bespoke meetings are held with parents, if and when required.</li> </ul>

	<ul style="list-style-type: none"> <li>To help parents to support their child's learning outside of school, specific advice is provided as necessary.</li> <li>Children are made aware of their progress via conversations with individual members of staff and acknowledgement of achievement of their individual learning targets.</li> </ul>
<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p>	<p><i>Medical and Emotional needs</i></p> <ul style="list-style-type: none"> <li>Children are provided with either specific 1:1 support or small group support for emotional needs or may be placed on the SEND Register if there is impact on learning and progress.</li> <li>Special exam arrangements for identified students are organised for year 6 SATs.</li> <li>The Academy also maintain pastoral records on CPOMS where teachers, teaching assistants and lunchtime supervisors can comment regularly, when necessary</li> <li>Pastoral records reviewed and discussed weekly by Senior Leadership Team – or more frequently if appropriate</li> <li>The Academy keeps medicines in a locked resource and administration of medication is rigorously recorded and monitored</li> <li>Parents are asked to complete a consent form as well as providing specific information from the GP prescribing the medication</li> <li>To support this process school has appointed minimum 3 designated first aiders for break times</li> <li>Training is provided and continually updated</li> <li>The Academy liaises with their designated School Nurse when appropriate</li> <li>Parents have open access to consultation with the School Nurse</li> </ul> <p><i>Cognition and Learning</i></p> <ul style="list-style-type: none"> <li>Some individual pupils may have specifically tailor-made Programmes as required e.g. Toe by Toe, Word Wasp, Hornet, Beat Dyslexia, Talking Maths, RELEASS Handwriting, RELEASS Ready Steady Go, EALIP, Listening Skills Programme, Write About the Picture, Write from the Start, Speed Up Handwriting Programme, Building Blocks, Visual Discrimination Programme, Programmes to develop Visual &amp; Auditory Memory, Black</li> </ul>

	<p>Sheep Press Language Programmes, Rapid Reading Programme</p> <p>Behaviour</p> <ul style="list-style-type: none"> <li>• The Academy policy for behaviour/discipline is transparent and made known to all pupils.</li> <li>• Bespoke Programmes are created and implemented when necessary</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>• A process of first day contact is in place and children are prioritised as necessary.</li> <li>• Daily register trawls are made, home visits take place as required by the EWO and close liaison is maintained with parents via meetings and phone calls.</li> </ul> <p>Pupil Views</p> <ul style="list-style-type: none"> <li>• The views of pupils are obtained via the school council which has 2 pupil representatives from each class</li> <li>• They meet on a fortnightly basis</li> <li>• Children complete a pupil questionnaire termly.</li> <li>• Pupils participate in PSHE lessons where there is opportunity for discussion</li> <li>• Pupil Voice is sought termly as part of the 'Assertive Mentoring' process</li> </ul>
<p><b>PROGRESS, PLANNING AND KEEPING PARENTS INFORMED</b></p>	
<p>How will parents know how their child is doing?</p>	<ul style="list-style-type: none"> <li>• Parents are kept informed via the annual distribution of termly reports</li> <li>• Teacher/Parent meetings are held for all pupils twice a year.</li> <li>• More regular meetings are arranged regarding individual pupils, depending on need</li> <li>• If any further interventions are required, separate meetings with parents would be held.</li> <li>• The Academy will report the National Picture of progress</li> </ul>

	<ul style="list-style-type: none"> <li>If required, contact is maintained between home and school via a home to school book which can be used for a variety of reasons.</li> </ul>
How are parents involved in discussions about planning for their child's education?	<p>Parents</p> <ul style="list-style-type: none"> <li>Parents are involved as much as possible in planning their child's education.</li> <li>Parents invited to meet to discuss recommendations, suggested interventions, targets following diagnostic assessments</li> <li>Parents invited to meet to discuss and be involved in developing their child's Provision Map or Personal Learning Programme (PLP)</li> <li>Parents are welcome to contribute through discussions with class teachers/SENCo at any time.</li> <li>When reporting back to parents, their child's progress is compared with the National Picture in terms of expected attainment.</li> </ul> <p>Children</p> <ul style="list-style-type: none"> <li>Class teachers discuss reading, writing and maths targets with the pupils every half term</li> <li>Pupils will regularly review their PLP</li> </ul>
How are children able to contribute their views?	
<b>PROVISIONS, RESOURCES &amp; SERVICES</b>	
How is learning and development provision matched to individual pupils' needs?	<p>Differentiation</p> <ul style="list-style-type: none"> <li>Differentiation is part of all lessons and is considered essential element to 'Quality First Teaching'.</li> <li>SEND children receive additional support as necessary, for example through deployment of resources and staff.</li> </ul>
How are the school's resources allocated and matched to pupils' SEN?	<p>SEND budget</p> <ul style="list-style-type: none"> <li>The Academy's SEND budget is allocated for resources, staffing, training, individual Specific Needs</li> <li>Where a pupils needs exceed the ceiling identified in the CoP additional funding will be requested and/ or provided via an EHCP</li> </ul>

	<ul style="list-style-type: none"> <li>The Head of Academy/Associate Executive Principal has overall responsibility for the SEND budget</li> </ul>
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ul style="list-style-type: none"> <li>The Academy has 2 Paediatric First Aid member of staff</li> <li>3 member of staff have First Aid Qualifications</li> <li>The Academy access support from a Specialist Educational Needs Consultancy.</li> <li>The Academy accesses support from School Nurses, Applied Psychologies, SALT, Banardos, TVHI and the Specialist Advisory Service.</li> <li>The Academy access other specialist services such as health, therapy and social care as required and through its involvement in Single Assessments, MAPT, CIN and Child Protection meetings.</li> </ul>
<p>How accessible is the school / academy environment?</p> <p>(n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<ul style="list-style-type: none"> <li>The school building is wheelchair accessible</li> <li>The school has appropriate disabled changing and toilet facilities.</li> <li>An Accessibility Plan would be put into place if required.</li> </ul>
<p>How are pupils included in activities outside the classroom including trips?</p> <p>(n.b the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)</p>	<p>All pupils with SEND are able to access all of the school's activities</p> <p>The school assists individual pupils on a needs-led basis.</p>
<p><b>STAFF TRAINING</b></p>	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have?</p> <p>(n.b under the SEN Code of Practice legislation, schools/academies</p> <p>Need to offer high quality professional development and training to the work force.)</p>	<ul style="list-style-type: none"> <li>Staff have received training in Specialist Learning Programmes – Phonics, Talking Maths, Phonological Awareness Training, Team Teach.</li> <li>Staff receive SEND training as required for individual pupils</li> </ul>
<p><b>TRANSITIONS</b></p>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<ul style="list-style-type: none"> <li>Very detailed transition plans are offered to pupils and parents before a pupil joins the school and reflect their needs.</li> <li>Information passed on to a new school includes the pupil's file and where appropriate</li> </ul>

	<p><i>early Help and Intervention/CIN/CP information</i></p> <ul style="list-style-type: none"> <li>• <i>To help prepare a pupil for a change in placement, Year 5 pupils are involved in receiving school participation visits.</i></li> <li>• <i>These are followed by planning in Year 6 and further visits to the receiving Academy.</i></li> <li>• <i>The school has full transition plans for moving from Foundation Stage to Key Stage One, Key Stage One to Key Stage Two</i></li> <li>• <i>Children move to their next class at the end of the summer term to meet their new teacher and experience a 'Transition Day'</i></li> </ul>
<p><b>FURTHER INFORMATION</b></p>	
<p>Who can parents contact for further information?</p>	<ul style="list-style-type: none"> <li>• <i>The first point of contact for a parent if they want to discuss something about their child would be the child's class teacher.</i></li> <li>• <i>If more advice/ information is required they are welcome to contact the SENCO</i></li> <li>• <i>Complaints about the school should be directed to the Senior Leadership Team depending on the nature of the complaint</i></li> <li>• <i>Complaints about the Head of Academy/Associate Executive Principal should be directed to the Education Action Board of the Academy</i></li> </ul> <p><b><i>The school welcomes the involvement of The Parent Partnership where necessary.</i></b></p>