

# SEND Information Report

Date of Report: Sept 2021

## Number of pupils with SEN

### September 2021

Children currently receiving school support:	
Children on the SEN Register	28
Children with an Educational Health Care Plan/Statement	4

## The kinds of special educational needs that are supported in our Academy

A primary aim of Willows Primary Academy is that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by all at Willows Academy and within Delta Academies Trust.

Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive school which accommodates a range of special educational needs and disabilities. These are classified according to 4 main categories of need, as referred to in the SEND Code of Practice (2014):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health needs
4. Sensory and/or physical

## What to do if you have a concern about the quality or effectiveness of support your child is getting

All teaching and learning is monitored to ensure that it is of sufficiently good quality by the Senior Leadership team and other agencies such as Ofsted. This is done by observing lessons, reviewing books, learning walks and reviewing the progress of all children.

If you have any concerns about your child's wellbeing or academy progress at any time please contact school personnel in this order:

1. Class Teacher
2. SENCo (Jenny Palmer)
3. Assistant Principal (Emma Isle)
4. Head of Academy (Sarah Cox)

## **Policies for identifying children and young people with SEN and assessing their needs**

Inclusion Policy,

SEND Policy,

Care, support, guidance and behaviour,

Disability,

Equality and Disability scheme,

Accessibility Plan,

Children Looked After Policy,

Equal Opportunities for pupils (based upon the Equality Act 2010) Child Protection and Safeguarding Policy including Keeping Children Safe in Education (updated annually)

## **How are children's needs identified?**

Procedures for identifying pupils with SEN and for monitoring their progress are clear, effective and straightforward. Needs are identified through a range of formative and summative assessments in school and progress is discussed at weekly/fortnightly RAG meetings and half termly pupil progress meetings. If a child is new to the school, prompt contact will be made with the previous setting to ensure that accurate and up to date information is transferred and dealt with.

A graduated approach is used to monitor any children where concerns are raised. Concerns may be raised by the child's teacher, however sometimes we are informed of children's needs by their parents and sometimes by external agencies already working with the child. Regardless of this, all initial concerns will be discussed with parents/carers. At this point, the class teacher will begin a phase 1 approach. If concerns are still there after a period of monitoring any strategies/adaptations, they may be moved to a phase 2 approach. This is the point where the SENCO will become formally involved, possibly along with other professionals. The views of both parents and the child will be taken into account at every point of the process.

## **Arrangements for consulting parents of children with SEN and involving them in their child's education**

The best results are achieved when parents/carers, schools, academies and LA's work together in partnership. In working towards this principle, we will:

- Assist parents/carers in their understanding of SEND procedures, provision and support
- Encourage regular communication between parents/carers and school
- Provide opportunities for mediation and discussion
- Ensure that the review process seeks and takes account of the parent/carer's view wherever possible

Wherever possible there should be pre-emptive action for the child/parents before the child enters school if it is known that they have additional needs. This includes visits to school, advice from other professionals, discussions with the class teacher and the SENCO. This support and communication continues when the child is at school with at least termly meetings and informal discussions as necessary. Each child on the SEN register has an individual graduated approach or an EHC plan, which contains their outcomes and how school and parents can help them. It also contains the role of other agencies and the support they provide. Parents are invited to be involved in all stages of the plan do review process.

### **Arrangements for consulting young people with SEN and involving them in their education**

At Willows, we believe that every child has the right to express their views and to be involved in decision making about their own education. The views of the children may be gathered in a range of ways and may involve alternative forms of communication/pictures as appropriate.

### **Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

As part of the graduated approach, all children with SEND will have at least three reviews across the year. These reviews will involve contributions from the child, their parents/carers and often a range of professionals working with the child. They will explore what is working well and also anything that needs to be done differently and generate updated outcomes, timescales and support plans for the child.

### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

To support the transition from home to Nursery we provide the following: home visits, information packs, nursery meeting, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCo, Home School Pastoral Officer and relevant outside agencies

To support the transition from home to F2 we provide the following- information packs, reception meeting, transition sessions, transition day pre-emptive meetings as necessary- involving parents, class teacher, SENCo, Home School Pastoral Officer and relevant outside agencies.

Extra support is given for any children with additional needs who are transitioning to another setting or transitioning between Y6 and Y7. There are additional opportunities for the young person and their parents to visit the school and meet with key staff before the child begins. During Y6, staff from secondary schools will be invited to attend reviews as necessary to ensure appropriate provision is in place for the following academic year.

## **Approach to teaching children and young people with SEN**

At Willows Academy, our practice is inclusive and is centred around quality first teaching, with personalized and differentiated provision in place to meet additional needs. All staff, whatever their role within the academy, have a duty to promote the equality of opportunity for all pupils. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

Children are often supported within the classroom to access their learning and achieve. This may be with adaptations to scaffold the child's learning. Additional interventions may also be in place which could be delivered outside the classroom. These may include Lexia, RWI small group and 1:1 sessions to focus on specific outcomes. Children access SDI (Same Day Intervention) maths.

## **How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN**

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels. Support is put in place within class and through out of class interventions. Children on the SEN register also have time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Willows, we ensure that every effort is made to allow pupils with SEN to access the curriculum at an appropriate level.

Willows Academy is situated on a level site and classrooms can be easily adapted to allow space for a wheelchair or walking frame. Additional resources or equipment may often be used within the classroom to support a child with SEND to access the curriculum.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

In particular:

- The allocation and effective use of resources
- The performance of LA/Academy support services
- The provision for SEND pupils including termly reviews
- Individual pupil progress
- Use of delegated funds

## **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

Students with special educational needs and their families, have the right to be supported by high quality skilled professionals. The Academy supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEN. Some of this professional development will consist of the exchange of best practice between schools including special schools and alternative provisions. The SENCO has completed the national award for Special Educational Needs Co-Ordination and regularly attends and delivers training around specific areas of need. A comprehensive and appropriate staff development programme is generated from staff self evaluations and audits of need to address the skills and knowledge needed to fully support and teach all students who attend the academy. We have our own Thrive practitioner and this approach is delivered to individuals or small groups. Class teachers are also equipped with Thrive based approaches and activities to be able to support children in the classroom. Support staff are trained in delivering interventions and are able to work alongside the SENCO to develop this area further. Staff audits of confidence for specific areas of need are also completed in order to create a bespoke training package to meet any specific needs of children within our school.

## **Evaluating the effectiveness of the provision made for children and young people with SEN**

With support from the SENCO, class teachers complete the graduated approach documents for children with SEND. This allows provisions and interventions to be identified based on the area of need or desired outcome for each individual. These are reviewed with the child, parents/carers and the SENCO on a termly basis where a decision is made whether to escalate to the next stage of support. Interventions are regularly evaluated and progress measured. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary the SENCO may refer on for statutory assessment or ask for support the Specialist Advisory Service. This provides both advice and assessment of pupils needs.

## **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum. They may have in class support or additional resources but care is taken to ensure that they access as much of the curriculum with their peers as possible. Children with SEND are also encouraged to

participate in extra curricular clubs and activities

with additional support offered as needed.

## **Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

Children with social, emotional and mental and health issues may be supported through the use of in school Thrive sessions or with FORTIS Therapy, who provide 1:1 and small group therapeutic sessions. Our Pastoral Lead supports families and also liaises with other agencies as required.

Our Anti-Bullying policy emphasises that bullying is not acceptable and must be totally discouraged. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

### **Measures to prevent Bullying**

It is important that we create an atmosphere in school where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that actions taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop
- Everything that happens must be carefully recorded
- The application of sanctions will depend on the individual circumstances of each incident
- Revenge is not appropriate for the victim
- The school will work with the parents of both the victim and the bully
- Support will be available for the victim
- Support will be available for the bully to help change his/her behaviour

### **The school curriculum will be used to:**

- Raise awareness about bullying behaviour and the school's anti-bullying policy
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school
- There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment via-
  - Assemblies
  - PSHE curriculum (Jigsaw scheme)
  - Drama/English lessons
  - Playground buddying
  - Close supervision of all areas at all times
  - Anti-Bullying week

## **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

The school involves other agencies such as: the health visitor and school nurse; social services; speech and language; specialist support such as Occupational Therapy and Physiotherapy. Parents are supported throughout this process by the SENCO, class teacher and pastoral lead.

## **Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published**

All Delta schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. For more details of this see the school website.

## **Arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.**

We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum. There is a designated governor, who ensures that information about looked after children is collated. Accurate attendance records are maintained for all. Children who are Looked After (CLA) and regular meetings with social workers and members of the Local Authority Looked After Children service. Children looked after have regular reviews and Personal Education Plans are updated termly and the progress of these children is tracked separately. Extra support is always given and extra funding is available to support children both within and outside school to allow them to access the curriculum effectively and to close the gap between themselves and other children. Parents/carers are given support and regular information. Staff are made aware of the difficulties and educational disadvantages faced by looked after children and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.

## **COVID-19 Arrangements**

Due to the changing Covid arrangements, there is now the option for meetings between parents and professionals to take place over Zoom or the equivalent. In case of any additional lockdowns, children with an EHCP will be recommended to take the offer of a school place. If there are any further lockdowns or should bubbles/isolation return, the SENCO will liaise with individual parents to discuss further support throughout this time.

### **Key Personnel:**

**Head of Academy:** Sarah Cox

**SENCO:** Jenny Palmer

**Home/School Pastoral Officer and Thrive practitioner:** Angela Harrison

**Designated SEND Governor:** Sarah Clarkson

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#### **Registered Office / Head Office**

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Charity Exempt under the Academies Act 2010

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