

## Silkmore Primary Academy



## Special Educational Needs & Disability Information Report

### INTRODUCTION

Our SEND information report aims to provide a comprehensive overview of the school's approach to identifying and supporting pupils with Special Educational Needs and Disability (SEND), to ensure that these pupils make good progress and that any barriers to learning are recognized and removed as much as possible. Governing bodies of schools have a legal duty to publish a SEND Information Report on their website outlining the implementation of the governing body's policy for pupils with SEND. This information will be updated annually.

#### Key staff with responsibility for pupils with SEND:

Miss H Murcott: SENCo

Mrs S Exton: Assistant SENCo

Mrs Sarah Barton: Executive Head Teacher

Mr Graham Cole: SEND Governor

To discuss any matters relating to SEND, please contact the school office to make an appointment with any of the above mentioned members of staff on 01785 333930 or

[office@silkmoreacademy.co.uk](mailto:office@silkmoreacademy.co.uk)

## HOW DO WE IDENTIFY IF A PUPIL HAS SEND?

**A pupil will be identified as having a SEND where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.**

Children could be identified as having SEND through a variety of ways including the following:

- Child performing significantly below age expected levels that require extra provision to be made.
- Concerns raised by a parent
- Concerns raised by a teacher: for example, social, emotional, mental health or self-esteem is affecting performance
- Liaison with a previous school
- Liaison with external agencies
- Information received from health specialists

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. However, it may be an early indicator of a range of learning difficulties or disabilities. The progress of each child is monitored at termly pupil progress meetings. Children identified as not making progress in spite of Quality First Teaching are discussed with the SENCo and a plan of action is agreed which may not always lead to children being placed on the SEN register. All adults who work with children in school will have a responsibility to monitor emerging difficulties and respond at the earliest opportunity. School staff aim to have good, informative relationships with parents. Staff will communicate concerns and it shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND. Staff also aim to be as responsive as possible to parents who express their own concerns.

## WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SEND?

If you have any concern regarding your child's progress or well-being, then please speak to Miss Murcott (SENCo) or Mrs Exton (Assistant SENCo).

## WHAT SEND NEEDS ARE PROVIDED FOR AT SILKMORE PRIMARY ACADEMY?

At Silkmore Primary Academy, children with identified SEND are identified as having an area of need from those outlined in the SEND Code of Practice 2015:

### **1. Communication and interaction:**

**For example:**

- Speech, language or communication needs (SLCN)
- Difficulties with making themselves understood
- Difficulties with understanding or using social rules of communication
- Diagnosis of Autism

### **2. Sensory and/or Physical needs**

**For example:**

- Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Children with a physical disability (PD)

### **3. Cognition and learning:**

**For example:**

- **Moderate learning difficulties (MLD)** – children who learn at a slower pace than their peers, even with appropriate differentiation.
- **Severe learning difficulties (SLD)** – children who are likely to need support in all areas of the curriculum
- **Profound and multiple learning difficulties (PMLD)** – children are likely to have severe and complex learning difficulties as well as physical or sensory impairment.
- **Specific learning difficulties (SpLD)** – children who have specific difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **4. Social, emotional and mental health difficulties**

**For example:**

- Children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties.
- Children with underlying mental health issues such as anxiety, depression self-harm, eating disorders or attachment disorder

## WHAT SUPPORT WILL THERE BE FOR THE OVERALL WELL BEING OF CHILDREN WITH SEND?

Silkmore Primary holds close links between parents/caregivers and the home environment through the Family Links Co-ordinator (FLC). The FLC offers emotional and practical support through meetings in school and through home visits to any parent or caregiver with SEND children in school. Support can include benefit claims, accessing support groups, tips on behaviour as well as school nurse referrals.

In managing the administration of medicines and providing personal care, the academy has detailed medical forms and care plans which detail medicines specific to students with SENd which are administered by a trained first aider. Specific training is also given to support workers providing personal care with parents or care givers being involved to gain details and agree procedures to meet the child's needs. This is also the case in creating Asthma care plans or in using epi pens.

Silkmere Primary strongly encourages student voice and for all of its SENd pupils to put forward ideas. Each class have children governors who put forward the concerns of the class to the Senior Leadership Team. Alongside this, children governors are involved in school wide decisions which are based on student voice.

### WHAT IS OUR APPROACH TO TEACHING CHILDREN WITH SENd?

At Silkmere Primary, we recognise that our pupils have a variety of needs. We are committed to offering a highly differentiated, broad and balanced curriculum which is inclusive of all pupils. Our teachers offer intensive class support to students and set high expectations for both learning and behaviour regardless of the student's needs.

#### Class teachers

We believe that all children learn best with the rest of their class. Therefore, pupils with identified SENd work alongside their peers as much as possible and are taught by their teacher. Class teachers are responsible for delivering learning ensuring that all children have access to quality teaching and that the curriculum is adapted to meet your child's individual needs (known as Quality First Teaching).

Where appropriate, teachers have adapted their classrooms and learning areas to ensure students with specific needs can access the curriculum. Some examples include;

- Providing additional practical or visual resources/prompts
- Increased use of praise/reward
- Adapting language used
- Planning additional support from Learning Support Assistants/Personal Welfare Assistants
- Using peer-to-peer support
- Providing pupils with alternative ways of recording (ICT/voice recording/scribing)
- Pre-teaching certain concepts to ensure understanding
- Prior notice of new learning, different experiences or changes to normal routine.

Although Class Teachers have overall responsibility for student progress, they may at times direct Learning Support Assistants to work with SENd pupils on a one to one or small group basis. The impact of these interventions is closely recorded and monitored by the class teacher and SENCo to decide on the next steps for learning and progress.

#### Learning Support Assistants (LSAs)

Learning Support Assistants are directed by the SENCo, HLTA or class teachers to support pupils with SENd when it is felt that this will improve outcomes for the student. This could take the form

of planned small group interventions (known as Wave 2 provision) or more specific one-to-one support (known as Wave 3 provision). Both Wave 2 and Wave 3 provision usually takes place away from the main classroom. LSAs may also work in the classrooms to maximize the impact on learning during the planned activities.

For pupils with very high or complex levels of SENd, an LSA may be directed to support an individual pupil for longer periods of the school day. However, the school aims for pupils to work as independently as possible and with a wide range of peers and adults so even pupils with such high levels of SENd are included in classroom activities as much as possible.

### **Support from external agencies**

If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and Wave 2 and Wave 3 intervention delivered in school, referrals are made to outside agencies who can support the school in enabling your child to make progress. The view and opinion of parents/carers would be sought at this time.

External agencies which the school can make referrals to include:

- Special Educational Needs Support Service (SENSS)
- Education Psychologist (EP)
- Speech and Language Therapy Service (SALT)
- Autism Outreach (AOT)
- Behaviour Support (BS)

Once a professional from an external agency is involved in supporting your child, they may work with your child and the school in a variety of ways, including: supporting your child in class, observing your child and producing reports and recommendations, working 1:1 with your child on a regular basis for a specific amount of time and communicating all necessary information with both you and the Academy.

Please click on the link below to find an online directory of services available in Staffordshire

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

Follow the link to The Staffordshire SEND Family Partnership Website

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

### **HOW DOES THE SCHOOL MAINTAIN UP TO DATE SENd RECORDS?**

#### **SENd Support register**

All pupils with an identified SENd will be added to the school SENd Support Register and the school information management system (Integris). This register contains basis SENd information, such as each pupil's category/categories of need. This is updated every half term by the SENCo All teaching and support staff have a copy of the SENd Support Register for the year groups in which they teach/support.

#### **Individual Pupil SENd Support Records**

Every pupil on the SENd Support Register has an individual SENd Support Record that is updated regularly by LSAs and is monitored at least termly by the HLTA or SENCo. This includes more detailed information about the pupil, such as involvement of external agencies and curriculum

access strategies. Copies of these are also given to class teachers and other adults working with the child.

### **Assess, Plan, Do, Review**

All pupils identified as having SENd will have targets written onto their Assess, Plan, Do, Review document by the class teacher every half term. The targets given will be measurable and will clearly identify how often the target will be addressed and by whom. The targets will be reviewed half termly and amended as necessary.

### **One Page Pupil Profiles**

Individual Pupil Profiles are compiled by the teacher with the input of the child (age appropriate) and will outline all provision that a pupil with SENd is receiving. For example:

- Provision that takes place within the classroom, that all adults need to be aware of
- Curriculum access strategies
- Adaptations to the classroom environment to support the pupil
- Access to specific resources to support the pupil

### **Interventions**

#### **Wave 2 provision**

- Provision that takes place within a small group usually outside of the classroom, usually led by an LSA
- Small group work includes support for reading/writing/grammar/maths interventions.

#### **Wave 3 Provision:**

- Individual or 1:1 provision that is given to the child, usually outside the classroom, usually led by an LSA
- 1:1 reading/writing/grammar/maths intervention
- Individual support for social/emotional/mental health needs
- Speech and Language intervention
- Physical Development

**All Wave 2 and Wave 3 provision will be given as measurable targets, in order to ensure that class teachers are able to review progress towards outcomes.**

### **Wave 2 and Wave 3 Intervention Record Sheets**

Any pupil receiving Wave 2 (small group) or Wave 3 (one-to-one) support/ intervention will be recorded on record sheets. These records detail specific measurable outcomes for each half term, and are updated with progress information weekly. Overall responsibility for maintaining these records lies with the class teacher, but LSAs delivering interventions will add to these on a weekly basis.

### **Pupil SENd Record Folders**

Any pupil with SENd needing regular Wave 3 (one-to-one or individual) provision will have a SENd Record Folder which is kept within the pupil's classroom and within the school's central records.

### HOW DOES THE SCHOOL MEASURE PROGRESS OF PUPILS WITH SEND?

Your child's progress is continually monitored by their class teacher. His/her progress within the National Curriculum for reading, writing and maths is reviewed formally every half term or sooner if appropriate and reported back to the Senior Leadership Team.

Assess, Plan, Do, Review documents for pupils with SEND are also reviewed half termly by the class teacher and SENCo, and amended accordingly. When reviewing targets on the document, class teachers will gather evidence of progress from a range of sources and may also enlist the advice of the supporting LSA as well as External Agencies. Class teachers will also consult with parents when reviewing progress and will inform parents of any additional support they can provide at home.

### HOW DOES THE SCHOOL CONSULT WITH PARENTS AND PUPILS WITH SEND?

The concept of parents as partners is central to the SEND Code of Practice (2015) and is essential to ensuring that pupils achieve the best possible outcomes. Parents will always be kept informed about their child's progress at school and any significant difficulties will be made known to parents at the earliest stage by class teachers. Parents of pupils with SEND are encouraged to make informal arrangements with class teachers and the SENCo to discuss ongoing progress throughout the school year. This may include using a home-school diary to maintain ongoing communication.

Additionally, Silkmere Primary produce a one page plan which is used to record the child's strengths and interests, what they like about school, what they find hard and what helps them to achieve.

This is completed with the child and is a guide for the class teacher and any cover staff.

Parents are invited in to school at the start of every half term to meet with the class teacher to sign the new Assess, Plan, Do, Review targets. Meetings between parents and the SENCo are also held every term. These meetings are designed to sign targets, discuss any concerns the parents may have and review on how parents can support their child at home.

### HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SEND?

Class teachers review the Assess, Plan, Do, Review document half-termly and evaluate how successful specific interventions/programs of support have been in moving pupils towards specific outcomes. New targets/outcomes are added to the Assess, Plan, Do, Review document in light of this evaluation. Half termly monitoring of ongoing SEND provision by the SENCo also takes place, and provision may be adapted in light of feedback from this monitoring.

The SENCo maintains an overview of all provision for pupils with SEND, and undertakes analysis of the impact of SEND provision half termly.

### HOW ARE SCHOOL STAFF TRAINED TO SUPPORT PUPILS WITH SEND?

All of our teachers are trained to work with children with SEND. Some are very experienced but all have access to advice, information, resources and training to enable them to teach all children effectively. Part of the SENCo and HLTA's roles are to identify any training staff may need in order to meet the needs of pupils with SEND. Staff training takes place in a variety of ways including:

- Staff sharing good practice with each other (e.g. during staff meetings)
- Staff working alongside one another to improve practice (mentoring)

- Advice/training from our Specialist SENd Teachers (both planned opportunities and through staff 'drop-ins')
- Attending training courses
- External agencies leading staff meetings/LSA meetings on specific areas of SENd

Our SENCo has completed the National Award for SENCOs. A number of staff have been on specific training such as Person Centred Training, Introduction to Autism in EY, Talking Partners @ Primary.

## HOW DOES THE SCHOOL DELIVER SUPPORT FOR STUDENTS WITH EMOTIONAL, SOCIAL AND MENTAL HEALTH DIFFICULTIES?

### **Whole school approach**

Our ethos is to work in a positive learning climate where praise and celebration of all peers' achievement is part of the daily routine. In addition, positive reward strategies are used with all pupils such as Bronze, Silver and Gold awards for achievement and weekly celebration assemblies. Silkmore Primary recognises that this system may not work for all pupils, and particularly for pupils where there are underlying emotional or mental health difficulties. Some pupils are therefore given individual rewards and consequence programs which cater more for their individual needs.

### **Class teachers**

Class teachers will adapt their teaching to ensure that the needs of pupils with any emotional, social or mental health needs are catered for. This may include planning individual activities, adapting language, providing additional resources, allowing pupils 'time-out' or introducing individual rewards and consequences with more immediate results. Class teachers use the school's AIM HIGH ethos to develop behaviour and social skills with the whole class or with small groups as appropriate. It is the class teacher's responsibility to ensure that pupils with such difficulties make progress in line with their peers.

### **Learning Support Assistants**

Additional adults (LSAs) may be used to deliver specific interventions for pupils with emotional, social or mental health needs. This could be in the form of Wave 2 (small group) support such as Social Skills groups or in the form of Wave 3 (one-to-one) support such as specific emotional literacy programs. LSAs may also be directed by class teachers to support pupils within the classroom or to contribute to any individual rewards and consequence programs.

### **Emotional and Wellbeing Leader**

The Academy has an Emotional and Wellbeing leader who is available throughout the day to work with and alongside any child/children who may find the classroom environment difficult. These may be daily or weekly occurrences or a one off meeting, as and when needed.

We provide a 'Sea Room' for these meetings to take place in. This room is designed to be a calm, safe, nurturing environment where the child feels free to express themselves. This room is where our Nurture groups take place in the afternoon as well as our positive play sessions.



## **Bullying**

Silkmore Primary Academy has a zero tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and victim to improve their social skills

## **HOW HAVE WE MADE THE SCHOOL ACCESSIBLE TO PUPILS WITH SEND?**

Silkmore Primary is disability friendly. Corridors are wide, we have an elevator to the second floor and we have several easy access toilets which have been fully modified for students with disabilities. Should it be required, disabled showering and changing facilities are available to students. In the event of emergencies, Silkmore Primary has all the required resources to evacuate students safely from schools including evacuation chairs for students with physical disabilities.

All of our students have equal access to before school, lunchtime and after school clubs to promote engagement and interest in the curriculum.

Silkmore Primary also utilises external agencies which provide specialist support to students with auditory and visual difficulties. No child is excluded from a trip due to SEND or medical needs. Silkmore Primary involves parents and care givers in the planning process for such trips and gives maximum chance for attendance. When possible, teachers will visit sites with adequate time ahead of trips to discuss alternative arrangements for SEND students.

## **How are the school's resources allocated and matched to children's SEN?**

SEN budget  
Pupil Premium  
AEN/HLN funding  
EHC plan

In house training  
Learning Support Assistants  
Small class sizes

## **HOW DOES THE SCHOOL SUPPORT PUPILS WHEN THEY ARE LEAVING THE SCHOOL?**

We recognise that transition between year groups and between schools can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

## **Transition to the Academy**

- Parents visit the Academy for a school tour and are given a prospectus. A meeting is then arranged with a member of the Senior Leadership Team who discuss how well suited the learning environment is to the SEND students' needs as well as to answer any questions the parent or caregiver may have
- Reception aged students with SEND are encouraged to do a half day visit to experience the Reception environment

### **Transition to a new school**

- We contact the school SENCo and discuss SENd arrangements or support that need to be made for your child
- If possible, we arrange additional visits to the new school (particularly when a child is moving from Year 6 to Year 7)
- We make sure that all records about your child are passed on as soon as possible, and remain in contact with the receiving school if necessary

### **Transition to a new class**

- Information is passed on to the new class teacher in advance and a planning meeting will take place with the new teacher
- For some pupils, additional visits to their new classroom will take place and a transition support book may be set up.
- Person Centred Review meetings are held when necessary in which parents are also invited

### **WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT THE SCHOOL'S SENd PROVISION?**

In all cases where a parent/care giver has concerns about an SENd matter, or in the instance that they may like to be more involved in the decision making process, we would encourage them to contact the head teacher in the first instance.

Parents may also write to the Chair of Governors and the school's Complaints Policy is available on request.

### **HOW ARE THE SCHOOLS RESOURCES ALLOCATED AND MATCHED TO CHILDRENS SENd?**

Any specialist funding is directed towards specialist, trained staff, who support students with identified SENd. Alongside this, the Academy also enjoys the benefit of an Emotional Wellbeing Room (Sea Room) which is an excellent resource. This facility is readily available to all children, but serves as an effective nurture room and intervention room for students with SENd.