

## Three Lane Ends Academy SEN Information Report 2021/22

The Special Educational Needs and Disability (SEND) regulations 2014 require to publish information regarding our provision for pupils with SEND.

This information should be read alongside the SEND Policy.

This information is accessible and is included on our website. If a paper copy is required a request can be made at the school reception. Our SEND information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### What kinds of SEN are provided for in your school?

The types of SEN provided for at Three Lane Ends Academy fall under the four broad categories from the code of practice 2015- **Communication and Interaction** (includes Autism), **Cognition and Learning** (includes dyslexia and dyscalculia), **Sensory and/ or Physical needs** (includes hearing and vision) and **Social, Emotional and Mental Health** (includes ADHD and ADD).

### What do the different plans mean?

- A Learning Plan (LP) is a simple document in school detailing what extra support a child needs and their next steps. This is the lowest level of Special Education Needs paperwork. In addition, if a child has a MSP or EHCP they will also have a LP that clearly states their key targets/support needed.
- A My Support Plan is the next level and much more detailed, they can be 35 pages in length, and often including advice from external support agencies such as the Communication and Interaction Team (CIAT) and Learning Support Services (LSS).
- An Educational and Health Care Plan is the highest level and is issued by the local authority. When we feel that we need extensive additional support or funding for a child due to their SEND needs we can apply for an EHCP and a panel will decide whether to agree it and if there will be any funding attached. The funding ranges from around £2000 to £4000+ per year depending on need.

### What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCO's name and how can I contact them?

If you have a concern about your child this should be raised in the first instance to the class teacher, they will then discuss these concerns with the Special Educational Needs Coordinator (SENCO), and it is then monitored. The SENCO will arrange a review meeting if this is appropriate. The SEN list is continually updated by the SENCO. The SENCO is **Mr Billing** who can be contacted on the school office **01977 524483**. He, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that we are providing to meet their needs, and what expectations we have for your child's progress. This will include explaining to you where your child is in their learning, and the targets we have set for your child. You and your child will be asked for your views on these targets.

### **What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?**

Meetings will be held with parents three times annually where progress and plans are reviewed/discussed. Alongside this the school will provide:

- Annual School report – once yearly
- Teacher/pupil fortnightly conferences to review targets.
- Meetings with parents as the need arises for SEND pupils.
- Annual reviews of EHCPs

### **What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

We value and celebrate each child being able to express their views on all aspects of school life. All children with additional needs have a learning plan with smart targets that are reviewed fortnightly with their class teacher.

### **What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review**

All monitoring that takes place, including lesson observations, work and planning scrutiny and discussions with pupils, considers each individual pupils' views and the progress they are making. Where more training is needed to support the staff members within the classroom, this will be provided and the impact of this monitored – looking again at the progress each individual is making at half-termly assessment points. Staff frequently work together to provide guidance and advice to develop their classroom provision for each individual and more experienced, or specialised teachers are often deployed to give guidance and support to less-experienced (within the particular field of skill needed) using their coaching skills to do so

Meetings will be held with parents three times annually where progress and MSPs are reviewed/discussed.

- Annual School report – once yearly
- 3 x a year parent meetings.
- Meetings with parents as the need arises for SEND pupils.
- Annual review of EHCPs
- All parties involved, including parents and child, will be invited to attend the meeting with as much notice as possible. This may include: The SENCO, Class teacher and representatives from appropriate external agencies. Parents will receive documentation prior to the review and will be asked for their views so that they can actively contribute to the plans going forward. Review meetings will be held at school.
- Children who do not have a MSP or EHCP and only a LP will be reviewed at parents meetings.

**What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Pupils who are transitioning at a key point- for example, Key Stage One to Key Stage Two, or Key Stage Two to Key Stage Three, there are additional arrangements: The Phase Leaders of each department, new class teachers and the SENCO will meet to discuss the needs of all SEND pupils making the transition. Social Stories and transition books will be started at the start of the second summer half term for those children who require it in order to support each pupil fully with the changes that are imminent. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.

The SENCO works closely with the with the entire teaching staff and liaises with all Secondary Schools SENCOs regarding pupils transitioning from KS2 to KS3. Should a child with a statement or EHCP be moving to secondary school the SENCO from the High School will also be invited to the annual review of the plan.

**What is your School's approach to teaching children and young people with SEN?**

Quality first teaching is a large part of all children's provision with SEND. It is the class teacher's responsibility to ensure that the curriculum being provided to each child in their class is suitable and accessible to enable their learning to move forward. All of our teachers are required to plan differentiated lessons that children can access. This is achieved by our teachers using relevant assessment information to identify each individual pupil's starting points and their subsequent next steps. Specific planning is then developed each week that tailors to the specific needs of pupils within class.

If a pupil has difficulties in certain areas, these are considered by the teacher, discussed with the parents/carers and they will make plans, together with the pupil if appropriate, to overcome this. If further support is needed they will discuss a child's needs with the SENCO. The SENCO may carry out additional assessments to find out more about the child's learning difficulties so that the curriculum and teaching can be tailored to ensure the child makes progress.

If needed, the SENCO may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, Community Paediatrician, Speech and Language Therapist, School Nurse, Learning Support Services and the Communication Interaction and Access Team. The advice provided from the specialists is used to inform planning and any intervention provision needed.

If a child needs an MSP parents will be involved in planning with staff child centred targets and provided with a copy. Parents will be invited to discuss the MSP three times annually.

Some pupils need specific pieces of equipment to help them work and learn more independently. We have a range of different types of specialist equipment to support pupils.

The school building is on one level and there are disabled toilet facilities and access ramps in order to provide inclusion and access for all.

A sensory room has been built to improve outcomes for children with sensory needs.

### **What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

Our teachers deliver good quality wave 1 teaching and will adapt the classroom and their teaching to ensure all children make the best progress they can. This includes things like visual props in class, visual time tables, use of different coloured backgrounds, writing slopes and pencil grips. Interventions are employed to further address different areas of need. The school has a whole school provision map which details strategies and adaptations to the curriculum for a variety of needs.

### **What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

The SENCO has a wide experience working with and supporting children with many additional needs and has completed the National Award for SENCOs.

Staff have received training in the following areas:

- Phonics
- Team Teach/Positive Handling
- Numicon
- Restorative Practice
- Fit to Learn
- It's in a bag/ What's in the bag
- Catch Up Reading
- Clicker

Staff are trained in a variety of needs and an audit takes place to identify training needs. This is a mixture of in-school and external training.

As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs you will be informed and asked to give your consent. The SENCO may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, Community Paediatrician, Speech and Language Therapist, School Nurse, Learning Support Services and the Communication Interaction and Access Team. The advice provided from the specialists is used to inform planning and any intervention provision needed.

### **How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

All classes deliver quality first teaching which is regularly observed.

We use the graduated approach to support our children- Assess, Plan, Do, Review. If your child is not making the expected progress an intervention may be required, this will be done

through the graduated approach. Your child will be assessed to see where their strengths and weaknesses are, an evidence based intervention (EBI) will be picked or a carefully planned programme will be put together, the intervention will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period.

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

All children have access to all activities both in school and out. For a school trip a pre-visit will happen, a risk assessment will be done and adaptations will be put in place. Adaptations previously put in place include parents accompanying the child, transport by car due to not being able to get on a coach and daily time on websites looking at the place the child is going to ensure familiarity. Parents will be consulted by the class teacher regarding any difficulties we may encounter.

### **How do you support children and young people with SEN to improve their emotional and social development?**

We are an inclusive school and we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive wellbeing.

Training is given to staff for medical needs when they arise for example epi pens. We have a personal hygiene policy and staff will change nappies where necessary.

### **How does the School involve 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?**

Within school we can make referrals to the Learning Support Service, Communication and Interaction Team, Social and Emotional Health Team and the Educational Psychologist. We can also make referrals to Speech and Language Therapist, Social Care, CAMHS, and WISENDSS. We also work in partnership with physiotherapy, occupational therapy, school nurse, hearing and vision teams.

WISENDSS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. For further information, contact 01924 305142. They may also be able to put you in touch with other organisations or parent support groups.

### **What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

If you have a complaint, please speak to the class teacher in the first instance and if this is not resolved speak to the SENCO or the Head teacher. If it still cannot be resolved, please follow the school's complaints procedure (available on the school website).