

## **Silverdale Primary Academy SEND Information Report**

- Silverdale Primary Academy is an inclusive school. This has been acknowledged through outside agencies and we have Dyslexia Friendly Full Status. We welcome children with a disability or health condition to Silverdale Primary Academy and we will make every effort to make their time at school special and rewarding.
- We will endeavour to make reasonable adjustments to make access to the curriculum and physical environment of the school part of our mission.
- We ensure that pupils are included in all aspects of learning and school life throughout our school.

From time to time some children require additional support to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our school information report.

Our report describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

<p><b><u>1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</u></b></p>	<p>A number of strategies are in place to enable effective pupil's transition.</p> <p><b><u>These include:</u></b></p> <ul style="list-style-type: none"> <li>• A planned programme of visits are provided in the summer term for pupils starting in September. The school liaises with preschool settings before your child starts school</li> <li>• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.</li> <li>• The SENCo/Family Liaison Officer meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.</li> <li>• If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns.</li> <li>• We use assessment in reading, writing and spelling at regular intervals throughout the school</li> <li>• There is a wide range of SEND services that the school works with including – general learning difficulties, dyslexia, ADHD, autism, hearing and visual impairment and physical difficulties.</li> <li>• Parental concerns are raised though the class teacher, teaching assistant or SENCO</li> </ul>
<p><b><u>2. How is the decision made about what type and how much support my child will receive?</u></b></p>	<ul style="list-style-type: none"> <li>• To support your child in either overcoming barriers to learning or challenging them further, we will use our best</li> </ul>

	<p>endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:</p> <ol style="list-style-type: none"> <li>1. Communication and interaction</li> <li>2. Cognition and learning</li> <li>3. Social, mental and emotional health</li> <li>4. Sensory/physical</li> </ol> <ul style="list-style-type: none"> <li>• Through pupil progress meetings with the class teacher and senior leaders, including teacher assessments and test results, the needs of children are identified, and measures are put into place to ensure the correct level of support is available.</li> <li>• Through close liaison with pre-school settings and schools which children transfer from the SENCO will ensure correct provision is in place for all children, this could include applying for AEN funding before a child begins school.</li> <li>• Learning styles are catered for and outcomes are monitored on a whole school level</li> <li>• Support is discussed with staff, parents, SENSS and the educational psychologist if necessary</li> </ul>
<p><b><u>3. How will the school staff support my child?</u></b></p>	<ul style="list-style-type: none"> <li>• All pupils will be provided with high quality teaching (<i>Quality First Teaching</i>) that is differentiated to meet the diverse needs of all learners.</li> <li>• An education programme will be planned and tailored to your child’s needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Children in receipt of EHC plans are supported by dedicated 1:1 support assistants, the SENCO and team.</li> <li>• Other children with SEND are monitored and supported through their class teacher and SENCO</li> <li>• Regular assessments are undertaken of all children with SEND, with class teachers assessing academic attainment using Classroom Monitor's SEND Toolkit.</li> <li>• The leadership group and governing body oversee the SEND work and liaise with the SENCO</li> <li>• Both the frequency of and the requirement of TA support are dependent on the individual needs</li> </ul>
<p><b><u>4. How will the curriculum be matched to my child's needs?</u></b></p>	<ul style="list-style-type: none"> <li>• The school is an inclusive academic community</li> <li>• All teachers differentiate according to the needs of all children to ensure that they achieve their true potential</li> <li>• All learning styles are catered for in all subject areas</li> </ul> <p><b><u>Planning and assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Individual targets</li> <li>• Differentiated learning activities</li> <li>• Multi-sensory opportunities</li> <li>• Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils.</li> <li>• CAF referrals to external agencies/social care as required</li> <li>• Coordinated planning between class teacher and teaching assistant for pupils of SEN</li> </ul>

	<p><b><u>Provision to facilitate/support access to the curriculum/independent learning:</u></b></p> <ul style="list-style-type: none"> <li>• Small group support in class from teacher or TA</li> <li>• Facilitating access to learning through the appropriate differentiation of tasks and activities</li> <li>• Extensive use of visual support</li> <li>• Provision of individual/visual timetables and checklists</li> <li>• Provision of sand timers where appropriate</li> <li>• Individual targets</li> <li>• Scaffolding e.g. writing frames, story maps</li> <li>• Additional resources if appropriate</li> </ul> <p><b><u>Strategies/programmes to support speech and language:</u></b></p> <ul style="list-style-type: none"> <li>• Assessment by and intervention from a speech and language therapist on referral.</li> <li>• Additional support and interventions within class</li> <li>• Implementation of Speech and Language programmes by TAs</li> </ul>
<p><b><u>5. How are parents involved in the school? How can I be involved?</u></b></p>	<ul style="list-style-type: none"> <li>• Parents are invited to a meet the teacher session at the start of the school year</li> <li>• Open door policy for parents to meet class teacher or senior management</li> <li>• Attendance at reviews and supporting events, workshops and functions</li> <li>• Attendance at termly parents' meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Completing questionnaires and parent view</li> </ul>
<p><b><u>6. How will both you and I know how my child is doing and how will you help me to support my child’s learning?</u></b></p>	<p><b><u>Monitoring and evaluating the impact of the ‘additional and different’ arrangements – on progress and outcomes for pupils with SEN:</u></b></p> <ul style="list-style-type: none"> <li>• Regular assessment of progress and achievement against national expectations and individual targets.</li> <li>• Appointments can be made to speak to all staff</li> <li>• Parent workshops are arranged throughout the school year</li> <li>• Regular pupil progress meetings: Regular communication to advise of the attainment and progress of SEN children, including termly parents’ meetings on progress and attainment with SENCO and class teacher. Parents are invited to annual review meetings</li> <li>• Teacher and TA observations</li> <li>• Pupil interviews</li> <li>• Book trawls and internal/external moderation of work standards</li> <li>• Monitoring and analysing of individual targets through school tracking system – <i>Classroom Monitor</i> (SEND Toolkit)</li> </ul>
<p><b><u>7. What support will there be for my child’s overall well-being?</u></b></p>	<ul style="list-style-type: none"> <li>• All students have named class teacher/s for one year, they are also supported by teaching assistants</li> <li>• During lunchtimes children are supported by lunchtime supervisors and extra support will be put in place for vulnerable children</li> <li>• Medicine, supported through a care plan and appropriate authorisation is administered by school staff</li> </ul>

- The behaviour system is adapted to ensure all children behave well and are achieving well

**Strategies to support/modify behaviour:**

- Consistent school wide implementation of the school's behaviour policy, including *Conscious Discipline*.
- For those pupils whose behaviour difficulties are persistent and constitute a barrier to learning provision will include close collaboration with parents/carers, for example daily communication book between home and school
- Where a pupil's behaviour deteriorates because of inadequate response to the above provision a referral will be made to agencies such as: the EP, CAMHS, SENSS

**Strategies to enhance self-esteem/promote emotional well-being:**

- Investment in a range of creative and engaging playground activities led by peer Play leaders
- The 'Proud Clouds' initiative
- *Conscious Discipline* strategies including Brain Smart Start morning sessions
- P.S.H.E., inc Circle Time
- *Congratulations Assembly* certificates and achievement awards
- 10:30am Break morning club/Music Club for learners with EHC plans and their 1:1 support assistants
- Collaboration and communication with all external professionals involved with children as appropriate e.g. GPs, CAMHS and external agencies.

- Access to DOVE counselling
- Educational psychologist works closely with referred children and their parents.
- Open door policy for parents
- Pupil voice is valued and responded to
- Incidents of concern, including bullying, are logged on cloud-based software (CPOMS) and dealt with by the class teacher and/or SENCO and/or Senior leaders and/or Family Liaison Coordinator

**Support/supervision at unstructured times of the day including personal care:**

- Trained Play leaders
- Trained lunchtime supervisors in the lunch hall and playgrounds, initiating and supporting activities during lunchtime

**Access to medical interventions:**

- Regular meetings between SENCO and school nurse
- Wide range of support staff and Lunchtime Supervisors trained in First Aid
- Staff training in the administration of support and/ or medication for Anaphylaxis and EpiPen use
- Liaison with medical professionals for children with on-going treatment.
- Individual protocols for children with significant medical needs

**8. What specialist services and expertise are available at or accessed by the school?**

- Autism Outreach
- Visual/hearing impaired service
- Educational psychologist
- SENSS
- Behaviour management advisor
- CAMHS
- Physical difficulties
- School nurse
- Speech and language
- Autism Outreach Team
- **Arrangement for specialist expertise in and outside school:**
- Early identification of needs requiring referral to external professionals
- Regular communication and information sharing with an extensive range of external agencies
- Sharing of professional reports with parents
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**9. What training are the staff supporting children with SEND had or are having?**

- Silverdale Primary Academy promotes the training of all staff members so that all children receive an excellent experience of education
- Teachers and Teaching assistants receive regular training. This has included – Read Write Inc., memory skills, Autism awareness, dyslexia, safeguarding, *Conscious Discipline*. Lunchtime Supervisors have received training in the philosophy and language of *Conscious Discipline*
- All routine training such as safeguarding, asthma training is up to date

<p><b><u>10. How will my child be included in activities outside the classroom, including school trips?</u></b></p>	<ul style="list-style-type: none"> <li>• Silverdale Primary Academy actively includes all children on all educational activities</li> <li>• Teaching assistant support is put into place if required</li> <li>• Parental advice is sought to ensure all children benefit from the activities being offered</li> </ul>
<p><b><u>11. How accessible is the school environment?</u></b></p>	<ul style="list-style-type: none"> <li>• Educational equipment is obtained through outside agencies when required</li> <li>• We seek advice from outside agencies to support EAL families/ Families from travelling communities, when necessary</li> <li>• Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning</li> <li>• Use of interactive whiteboards</li> <li>• Regular access to computers and iPads</li> <li>• Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources.</li> <li>• Supportive computer programmes</li> <li>• One Page Profiles, Key Stage Learning Mats, Working Walls, Learning Lines and WAGOLLS.</li> </ul> <p><b><u>The school is accessible for disabled learners?</u></b></p> <p><b><u>What steps have we taken to prevent disabled pupils from being treated less favourably than other pupils?</u></b></p> <ul style="list-style-type: none"> <li>• The school is built on one level and has provision for people with mobility difficulties to ensure they can get around easily</li> </ul>

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Improved the front entrance to school for safety, to allow for disabled access. Ramps have replaced the two steps into school to ensure the site is accessible to all
- Flooring in school corridors is non-slip, carpeted flooring
- Created clutter free space within the learning environments and corridors
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe and dignified place for children with disabilities to be changed from soiled clothing or to have insulin tests/injections
- Individual Provision Maps Plans (IPMs) and Individual care Plans are written, SEND register is kept up to date and includes details of intervention programmes offered to pupils after a review of progress of children's progress. Targeted support is then provided for specific needs.
- Assessment by and intervention from an occupational therapist on referral. Advice and training are sought from SENSS Advisory Teachers, Educational Psychologist, CAMHS, Autism Outreach and many other outside agencies to inform

staff of the best ways to provide 'reasonable adjustments' to the curriculum provision.

- Teaching staff make sure that disabled pupils are appropriately supported in their learning. This is highlighted on planning.
- Embedded support systems to make sure pupils who need assessments read to them have this support provided.
- Progress of children who have learning concerns, disabilities or a specific need are tracked to ensure a good rate of progress.
- Where appropriate, ICT is used as an aid for pupils with a specific difficulty or processing speed difficulties.
- ICT suites can offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils. (Can be helpful for dyslexic pupils.)
- Provision of support resources such as writing wedges and pencil grips
- The school highlights children and people with disabilities in a positive light and focusses on their achievements.
- **What plans does the school have to improve accessibility further in the future?**

We are conscious that the following may need consideration and adapt to enable all children to access the curriculum both now and in the future:

- Have access to equipment which supports with physical disabilities when they are accessing the PE curriculum.
- Install an Audio 'Loop' system in classrooms/hall for hearing impaired or deaf children.
- Basic *British Sign Language* training for staff and workshops for children.
- Purchase a range of audio books linked to Discovery curriculum topics.
- Simplify language or record instructions for children with learning difficulties
- Pictures or cues for children with communication difficulties
- Large print for children with visual difficulties
- Audit classroom/corridor organisation to ensure children who need assistance moving around school can/could do so safely and freely.
- Clear signs or changes of backgrounds or text for children with learning or visual impairments
- Lighting that supports children who need to lip read
- Self-esteem of people with disabilities using positive images throughout the school in books or posters including inspirational quotes.
- An intolerance of bullying and harassment towards any children or adults.
- Review/audit the school's current Dyslexia Friendly Status provision/practice and ensure a consistent approach.
- SEND team to research and lead workshops on Dyscalculia.

**12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. All SEN information is passed to the new school, including the class teacher or SENCO speaking to the new school.

**13. Who can I contact for further information?**

- The first point of contact is the class teacher and/or Family Liaison Co-ordinator and/or SENCO
- If I have a complaint, I should contact the SENCO initially, and/or Deputy or Head teacher