

## 2016-17 SEN Information Report – MERSEY PRIMARY ACADEMY

### Our approach to teaching children with SEND

At **MERSEY PRIMARY ACADEMY** we strive to support all children to enable them to enjoy their learning and reach their full potential.

We promote a 'whole school approach' to teaching and learning which involves staff adopting a model of high quality inclusive practice.

This aims to:

- provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs
- maximise each child's opportunities to experience success and achievement and to develop a positive self-image
- to remove barriers to learning by understanding the needs of all pupils

#### 1. What kinds of needs can be supported at our academy?

As an inclusive academy, children with every type of need, including all categories of SEND, are supported at **MERSEY PRIMARY ACADEMY** and we endeavour to ensure that every child in our school makes good progress and is well prepared for adulthood.

#### 2. Who can I talk to about my child's needs?

- ☑ The class teacher
- ☑ The SENCo (Special Educational Needs Co-ordinator)
- ☑ The SEND Operational support
- ☑ Assistant Principal or Head of Academy

#### 3. How are children's needs identified?

All children are different, so at **MERSEY PRIMARY ACADEMY** we spend time identifying the individual needs of all children, whether they have a special educational need or not, before they enter the academy and throughout their school life.

Sometimes we are informed about their needs by parents; sometimes by external agencies already working with them; sometimes needs are identified as we get to know the child and realise that they are not making the expected level of progress, often because they cannot access the curriculum in the same way as other children their age can.

#### How are children's needs identified before they start at our Academy?

As soon as we know that a child will definitely be attending our academy we gather information about each child so we can plan for his/her needs and ensure that he/she settles into our academy happily and makes good progress in lessons.

We gather information by a variety of means:

- *Parent information meetings*
- *Discussions with any outside organisations or agencies previously involved with the child*
- *Questionnaires to parents and children*
- *Working with previous schools or educational settings*
- *Home visits for Nursery children and any Reception children new to the school*
- *Visits to previous school/Nurseries by arrangement*
- *Information received from LA SEND team*

## **How are children's needs identified whilst children are at our academy?**

### **By working with the children**

- Pupil voice: – an opportunity for children to say what is on their minds; School Council – a democratically elected group of children who act as a vehicle for listening and responding to other children and issues at **MERSEY PRIMARY ACADEMY**.
- Classroom or playground observation by the teacher, teaching assistant, SENCo, Educational Psychologist or other external agency.
- Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, half termly, in order to ensure that all pupils are making good progress and will achieve their targets.

### **By a Parent telling us**

- By informally talking to the class teacher
- Parents' consultation evenings
- At a meeting with the school's Special Educational Needs Co-ordinator (SENCo), Vice Principal or Head of Academy.

### **Teacher assessments**

Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, half termly, in order to ensure that all pupils are making good progress and will achieve their targets. This is to ensure that progress is monitored and targets can be set for individuals. Teachers also hold half termly pupil progress meetings in which barriers to learning are identified and decisions taken on how to improve progress.

### **Other information that may be used to identify pupil needs**

We also use other sources of information to ensure that pupils are happy and do not need any other support. These include:

- analysis of behaviour records
- analysis of welfare logs (in the medical room)
- information from another school a pupil has attended
- other agencies
- termly reviews of progress against SEND desired outcomes
- use of provision maps
- monitoring of whole school and SEND data

## **4. How do we work in partnership with parents/carers of children with SEND?**

We try to work closely with all our parents/carers to ensure that all pupils are settled and make to make expected progress. Working in partnership with parents/carers of children with SEND is even more important, so we also do the following:

- Communicate regularly and informally through quick informal discussions at the beginning and/or end of the academy days as and when needed
- Phone calls and letters home
- Home school record books, if appropriate.
- Have an open door policy so that parents can see the class teacher (at the end of the school day) and/or SENCo if they have a particular concern and would like a longer discussion. Meetings may also be held with other members of the Senior Leadership Team.
- Termly meetings with class teachers and SENCo at parents' evenings to discuss progress and identify any additional needs.
- Include the progress a child with SEND has made towards his/her desired outcomes in his/her annual report.
- Provide parents/carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help him/her achieve them.
- Annual Reviews for children with EHCP plans and One Page Profile meetings (termly) for all SEND children

## **5. How do we support children with SEND?**

### **How do we enable children with SEND to make decisions about their education?**

We encourage all children, including those with SEND, to make decisions about their own education. All children are expected to evaluate their own learning progress and discuss their needs with their teacher. We do this through:

- Questioning and discussions in lessons
- Asking questions in books
- During assemblies
- School Council
- Self and peer assessments
- Target-setting
- Extra-curricular activities
- One Page Profile meetings termly

### **Children with SEND support**

Children with SEND support have planned interventions which are recorded on the SEND provision map outlining the extra support they receive in order to achieve additional agreed outcomes. These outcomes are decided by the class teacher and the SENCo with parental involvement and are evaluated at the end of the term. Class teachers or the SENCo can provide parents/carers and children a copy of the provision that has been organised.

### **Children with an Educational Health Care (EHC) plan or statement of SEND**

In addition to termly review meetings, we also hold an Annual Review meeting for children with statements or EHC plans. We work with the parents and pupil and invite all the people needed, including health care professionals, to review the progress made against the outcomes in the EHC plan. We also aim to include the children's views in this meeting in as appropriate a way as possible. This will include any information that the child wishes to share with the adults involved, including

important information about their views and aims in life. Children may also attend the whole of the Annual Review Meeting, part of the meeting, or just state their views.

#### **6. How do we help children when they move to our school?**

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. We contact his/her previous educational setting and meet with parents to complete the necessary transfer of information procedures and all our new children also have the opportunity to come and visit the school.

Once we know that a child has SEND, we will meet with his/her parents/carers to decide on the desired outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. Some plans may also detail a "transition plan" to help a particular child settle into school easily and happily. Adult support maybe required within the classroom and this can be discussed with the child's previous school together with observations in setting. This can be arranged to ensure a smooth transition from settings. However, this transition should only take a short amount of time and will be decided on during the initial meeting.

#### **7. How do we help children when they move to another school?**

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEND we also:

- Pass on all SEND records
- Liaise with the SENCo or a member of the senior management team at the new school to clarify any information and provide any necessary advice
- For children with statements or EHC plans, we usually organise some extra visits to the new school or work with them to help prepare them for the transition. For instance, the SENCo may help the child to compile a Transition Book of photographs, drawings and some writing which he/she then takes home to refer to.

#### **8. How do we help children when they move between classes and /or phases of education?**

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENCo will be available to answer any specific queries or provide updates for the new teacher.
- Children will also visit their new classrooms and spend some time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who show anxiety about change and a Transition Book made to help support them.

### 9. How are adaptations made to help children with SEN?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet each child's learning needs.
- A number of interventions which support learning, depending on the particular needs of individual children, are organized.
- The premises have also been adapted to provide easy access for pupils with physical disabilities. Staff are trained in delivering interventions, as necessary, to meet current and emerging SEND.

### 10. What SEND skills and training do our staff have? Training completed

#### Staff members

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| All staff   | Are trained in the requirements of:<br>The new SEND Code of Practice<br>The Equality Act<br>All general academy policies on teaching and learning and behaviour management, including information on how to include children with SEND<br>Individual members of staff have attended courses relating to the particular needs of children they support. This has included topics such as: working with children with speech and language difficulties, social communication difficulties and managing challenging behaviour. |
| Teaching Assistants and Learning Support Assistants | Our Teaching Assistants (depending on their roles) have had training in the following areas:<br>Speech and language (SLT) programmes<br>Occupational Therapy (OT) programmes<br>Behaviour Management<br>Autistic Spectrum Disorders (ASD)<br>Phonics<br>Reading support<br>Writing support<br>Maths support   |
| Teaching staff                                      | Autistic Spectrum Disorders (ASD)<br>Assessment<br>Behaviour Management<br>Differentiation/scaffolding<br>Moderation  |
| SEND leadership                                     | Masters in Special Educational Needs and Inclusive Education<br>CCET  |