



THE FERRARS ACADEMY SEND INFORMATION REPORT

1st September 2018

Review date 1st September 2019

Introduction

At The Ferrars Academy, we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers. We work very closely with specialist teaching staff including external professionals such as occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs and disabilities.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by seeking to remove barriers to learning and using a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How do Ferrars Academy identify and organise support for children with special educational needs?

Children are identified as having SEND (Special Educational Needs and/or Disability) through a variety of ways:

- Liaison with the previous school or pre-school
- Assessments and monitoring indicating that a child is performing below age expected levels
- Concerns raised by parents/carers or class teacher
- Through termly pupil progress meetings held between class teachers, year group leaders and the Principal
- Health diagnosis by a doctor or paediatrician

There are four broad areas of SEND;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In practice many pupils with SEND often have needs in more than one area and their needs may change overtime. Your child's class teacher has overall responsibility for planning and organising the support for your child. The SENCo co-ordinates support across the school.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

If you have any concerns about your child, first request a meeting with their class teacher. The class teacher is responsible for:

- Checking the progress of your child and identifying, planning and delivering any additional help your child may need.
- Setting targets and discussing and reviewing these with you at least once each term, normally at parents' meetings.

- Making sure that all staff working with your child are helped to deliver any planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, specialist help and specially planned work and resources.
- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

If you have already met with your child's class teacher and you still have concerns then ask the school office for an appointment to meet the SENCo/ Principal

The SENCo is responsible for:

- Co-ordinating all the support for children with SEND.
- Working with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language therapist.
- Keeping records of all the pupils with SEND in the school to help monitor their progress and support.
- Giving advice and support to class teachers and support staff on how to support your child in school to achieve the best progress possible.

Please note that each class has at least one teaching assistant and if your child has a high level of special educational needs or a disability they may be allocated a teaching assistant to provide the additional support they need at school. Whilst they have a valuable role in your child's education we would prefer that questions related to your child's learning and progress are directed to the class teacher.

3. How will parents/carers be informed about their child's progress within the school and how will his/her progress be measured?

Your child's progress is monitored daily by their class teacher, using observations and questioning, during lessons. Your child's progress is formally reviewed in November, March and July using school assessments. School staff meet regularly with parents/carers to keep you informed about your child's progress.

You will receive a written report on your child's progress in July.

Class teachers will meet with you at least twice a year, normally in October and March, to discuss your child's needs, support and progress.

If your child receives additional support, their progress will normally be reviewed every term in an Individual Support Plan (ISP) review. If your child is still making limited progress, the class teacher or SENCo will arrange to meet with you to discuss making a request for further specialist advice and assessment.

Your child may have an ISP (Individual Support Plan). This means your child will be set individual targets with time to work on achieving them and will be allocated additional support. Each term your child's class teacher will discuss with you, their progress towards achieving these targets.

If your child has an Education, Health and Care Plan (EHCP) you will be invited to a meeting, at least once a year, to discuss your child's progress with the class teacher, Principal and any other people who are involved in supporting your child.

4. What support will parents/carers receive if their child has been identified as having SEND?

- We work in partnership with parents and carers to support their child's well-being, learning needs, progress and aspirations.
- Appointments with class teachers can be made through the main office to discuss any issues or concerns you may have about your child.
- The Principal is available to discuss your child's progress or any concerns you may have, appointments can be made at the school office.
- You are invited to become involved in school-life through a number of means; if you would like to become actively involved with activities taking place in the Academy, please contact the Family Worker, Ms Jennings or the Assistant Family Worker, Mrs Allen. Ms Jennings also provides information about local services available to parents.

- We host family learning workshops to model our approaches to learning in literacy and numeracy, giving parents the confidence to support their child's learning at home; these are advertised in the newsletters and on the main noticeboards.
- We organise 'Team around the Family' meetings for children and families where needs are assessed as significant.
- All children have a reading journal which may also be used to support communication with you.
- Our Governing Body includes Parent Governor representatives.

5. What support is offered to ensure the wellbeing of children with SEND?

At The Ferrars Academy, we celebrate diversity and believe having high self-esteem is crucial to the well-being of all children. The class teacher has overall responsibility for your child's pastoral and social care so they would be your first point of contact if you have any concerns. If your child needs support then the class teacher can speak to members of the Senior Leadership Team for further advice.

Professional Support

For some children with significant behaviour, social and emotional difficulties a referral to other professionals such as: Educational Psychologist, Child Psychotherapist or Child and Adolescent Mental Health Service (CAMHS) may be recommended. Before any referral is made, parents' views and permission will be sought and the child's views fully respected.

Medical needs

We have a policy regarding the administration of medicines on site. Parents need to contact the office if medication is recommended by medical professionals to be taken during the school day.

If your child has a medical condition such as asthma or diabetes, staff will be trained to follow procedures according to the directions of medical professionals and a 'Care Plan' will be drawn up which is monitored by staff and the school nurse.

6. How will teaching be adapted to support a child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and adapt their planning daily to ensure that the learning tasks are adjusted to enable your child to access their learning.

Specific resources, equipment and strategies will be used to support your child individually and in groups. Some examples of these are;

- Access to ICT software using laptops and iPads
- Writing slopes, easy grip writing tools
- Visual supports including photographs, video, objects, adapted text using pictures and symbols
- Visual timetables/task planners/checklists
- Writing frames and maps
- Personal communication books with pictures and symbols

7. What different types of support can a child receive in school?

Every class teacher;

- Has the highest possible expectations for all the children in their class.
- Makes sure all teaching is based on what your child already knows, can do and understands.
- Uses different ways of teaching so that your child is fully involved in their learning, using more practical and visual methods.
- Uses strategies recommended by the SENCo or other professionals to support your child to learn.
- Will carefully check on your child's progress and decide if your child needs some extra support to help them make the best possible progress.

Specific group work with a small group of children often called Intervention groups.

These may be;

- Run in the classroom or outside and works on specific targets to help your child make better progress.
- Run by a teacher or most often, a teaching assistant who has had training to run these groups.
- Individual support for your child e.g. a reading/numeracy programme, speech and language therapy work.

Specialised intervention

In some cases a child may have specific barriers to their learning that cannot be overcome through intervention groups on their own. Therefore, we may seek the advice of a professional outside the school e.g. Local Authority Services such as Autistic Spectrum Disorder or Visual/hearing Impairment outreach teams.

For your child this would mean:

- You will be asked to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional. This professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - Group or individual work with the outside professional.

Specified Individual support

Individual support is usually provided through an Education, Health and Care Plan (EHC plan) and is for children with severe, complex and lifelong conditions.

This means your child will have been identified by the class teacher/ SENCo as needing a particularly high level of support and individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school.

The Statement or EHC plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. A teaching assistant may be used to support your child with whole class learning, work with them on individual programmes or provide small group support.

8. How will the school support a child in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Playtimes and lunchtimes

For those pupils who have complex special educational needs or a disability an individual programme is agreed between the pupil, parents/carers and school staff. Some pupils may need the support of an adult to help them develop positive social, communication and relationships with their peers or to ensure their safety, and it may be more appropriate for them to have a more structured playtime and lunchtime or for an adult to assist them with their play, on the playground.

School clubs

Class teachers actively encourage all pupils to join school clubs regardless of any SEND a child may have. If you think your child may need additional support, please discuss this with the class teacher or the SENCo so arrangements can be made to adapt activities and sports to meet your child's needs.

Clubs include:

- Art and craft
- Cooking
- Sports
- Computer games
- Music

School trips

We make every effort to include all children on school trips and activities off site. We will provide the necessary support or adaptations to ensure the trip is successful. A risk assessment is carried out before any trip or off site activity; this ensures the safety of all pupils. In the event that a trip or activity is considered unsafe or inappropriate for your child, then we will discuss this with you and an alternative activity will be provided either at school or at an alternative location.

9. How does the school involve children in decisions that affect them?

We value and celebrate each child being able to express their views on all aspects of school life. We aim to create a setting where all children feel comfortable to express their views.

- The school council allows children to share their views or raise any whole school issues.
- An annual pupil questionnaire seeks the views of all children.
- Children who have an ISP will discuss their targets with their teacher and have an opportunity to share their views.

10. How are the schools' resources allocated to support children with SEND?

The Academy budget received from the EFA includes money for supporting pupils with SEND. The Principal decides on the school SEND budget in consultation with school governors and is based on the needs of pupils in the school.

The SEND budget includes funding for;

- Specialist SEND services (e.g. advisory teachers, educational psychologist)
- Teaching assistants (TAs)
- Training for class teachers and teaching assistants
- Specialist equipment
- Specific resources and intervention programmes

The school receives an additional amount of 'top-up' funding for pupils with a high level of need and who have an EHCP. This provides funding for some individual or small group teaching assistant support, a range of support strategies, staff training needs, resources or equipment.

Regular meetings between school staff and the Senior Leadership Team take place to monitor the impact that resources, interventions and additional support from teaching assistants have on the outcomes of pupils with SEND. The Governing Body evaluates and makes recommendations regarding funding decisions.

11. What services external to the school can provide support to children with SEND?

Directly funded by the school:

- Teaching Assistants
- The Family Support team

Support staff are trained to deliver specific intervention programmes such as, Talking partners, Mathletics, computing programmes and phonics.

Individual class teachers and teaching assistants may receive training, either from outside agencies, that are relevant to the needs of specific children in their class e.g. Makaton signing, using communication books, ICT software or specific intervention programmes.

13. How will the school support the child in moving on to another school or to the next key stage in their education?

When your child moves classes in school

- All information about your child's SEND will be shared with the new class teacher.
- Meetings between staff who know your child well and the new school staff will take place.
- You may request a meeting with your child's new class teacher.
- Your child will have an opportunity to spend some time with their new class teacher and support staff in their new classroom.
- If it has been agreed that your child would benefit from additional visits to their new classroom and class teacher, this can be arranged.

When your child moves school

Your child may be in year 2 making the transition to junior school or they may be in another year group moving to a new school within the local area or further away. We aim to ensure the move prepares the receiving school and your child to meet any SEND.

For pupils in year 2

- The Principal will discuss the specific needs of your child with the SENCO or Inclusion Manager of their new school. This will involve sharing information about your child's SEND.

- Meetings with our year 2 teachers and the teacher/s responsible for transition at the junior school will take place.

At the end of each academic year, every child has to move to a new classroom and class teacher and it is normal for you and your child to be a little anxious about this change.

To help make it as positive an experience as possible, before the change of school we;

- hold a meeting with professionals who currently support your child to agree individual transition arrangements.
- encourage both parents and children to visit the new school and make an appointment to meet the staff who will support your child.
- arrange additional visits where appropriate
- pass records of information including the SEND your child has, what interventions they have received and what strategies have been successful, on to the new school.

14. How accessible is the school environment?

We have an Accessibility Plan and where possible, make reasonable adjustments to improve the accessibility of our school to meet individual needs.

Medical Needs

We have a dedicated medical room for dealing with minor injuries.

15. Who can parents/carers contact for further information or concerns regarding their child's provision at the school?

The class teacher is the first point of contact. Any important information should be shared with the class teacher rather than the teaching assistants who may be supporting your child.

Parents can request an appointment with the SENCo

Parents are also welcome to contact the Principal directly about any concerns.

Useful school contact details:

Principal: Miss Sarah Green
Vice Principal: Mrs Sarah Kelly
SENCo: Mrs Jackie Wall
Family Worker: Miss Marie Jennings
Chair of Governors: Mrs Carole Tompkins
01582-573641

If you are considering applying for a place at The Ferrars Academy and your child has special educational needs or/and a disability then please telephone the school and arrange an initial visit with the Principal. We will be happy to meet with you.

The local admissions service can help you if you are applying for a school place:

Local Authority Admissions:

Unity House

111 Stuart Street

Luton

Beds

LU1 5NP

Tel: 01582-548016

Email: admissions@luton.gov.uk

www.luton.gov.uk/Education_andlearning/Schools_and_colleges/School%20admissions

Local services related to SEND:

Local Authority Local offer: www.luton.gov.uk/Education_andlearning/special_educational_needs

The local authority Special Educational Needs Assessment Team (SENAT) is responsible for administering statutory assessments and the production of statements of special educational needs.

Futures House

Marsh Farm

Luton

LU3 3QB

Tel: 01582- 512555

Email: senat@luton.gov.uk

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email the school office ...Last update: September 2014