

# Abbot Alphege Academy

## Special Educational Needs and Disabilities (SEND) Information Report

### Written for parents or carers.

1. What kinds of Special Educational Needs and Disabilities Provision does Abbot Alphege Academy Provide for?

Abbot Alphege Academy is committed to providing a full curriculum to as wide a range of pupils as possible. Pupils with needs ranging across the four areas outlined in the 2014 Code of Practice are fully integrated and supported.

The four areas of SEND have been identified by the 2014 code as:

- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs
- Cognition and Learning

We have a Disability Equality Scheme and Accessibility Action Plan (<http://abbot-alphege.org.uk/statutory>) in place to ensure a systematic approach to meeting our philosophical and statutory commitment to widening educational access within our school.

2. How does Abbot Alphege Academy know if children need extra help and what should I do if I think my child may have special educational needs?

At Abbot Alphege Academy, we will know when children need extra help if:

- Concerns are raised by teachers, parents/carers, or the child's previous school or preschool
- There is a concern about the rate of progress a child is making
- There is a change in a child's behaviour
- A child asks for help, beyond usual needs

If your child is not making expected progress or there is another indicator of concern, the school will discuss with you:

- Any concerns you may have
- Any further investigations or referrals to outside agencies and professionals to support your child's learning
- How we can work together to support your child at home and at school

If you have concerns about your special needs child, your points of contact at AAA are:

- Your child's class teacher
- Caroline Ford, SEND specialist for AAA
- Mrs Clark, who is the Inclusion Lead for WASPS and AAA

- Alternatively you may, of course, raise your concern with the Headteacher, Dr Bull.

It may be appropriate for you to obtain advice from the Parent Partnership Service and further information can be found in Comenius Trust's SEND policy, which outlines our methods of identification and assessment of pupils with SEND.

(SEND: Special Educational Needs and Disability)

### 3. What is the school's approach to teaching children with SEN?

#### THE 'QUALITY FIRST' APPROACH

High quality, inclusive teaching is delivered in all classes at AAA. This approach takes into account the learning needs of all the children in the classroom. Following this approach, teachers, and all who teach and support children with SEND, enable all children to reach their potential by

- Providing differentiated work
- Removing barriers to learning for all pupils
- Having high expectations for all pupils
- Creating an inclusive learning environment

This is monitored closely by the Headteacher and the Inclusion Lead.

**SUPPORT STEP 1:** Measurable and achievable targets will be set and a Support Agreement outlining interventions will be written by the class teacher, in consultation with parents. These interventions may be carried out by a Learning Support Assistant (LSA), by one of our Special Needs Teachers or in class by the class teacher. In some instances, the support may be delivered by an outside agency, such as the Speech and Language team, following a referral agreed with parents, class teachers and the Inclusion lead. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher.

If these targets are achieved, then either:

- Subsequent learning targets are identified.
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored.

If targets are not achieved, the child may be moved to the next step, following discussion with the Inclusion Lead for the appropriate Key Stage and parents.

2. **SUPPORT STEP 2:** The next step of our school support plan is sometimes characterised by a referral to an outside agency, though this could happen at any step. Support becomes more personalized and more extensive.

- Teacher consults Learning Support Team.
- Individual progress and achievement records are collated to ensure that a firm base line for future assessment and progress is established.
- Educational Psychologist and/or other external specialist services become involved.
- Teacher and/or Learning Support Team draw up a Learning Support Plan which reflects additional support/intervention.
- Inclusion Lead/Teacher/LST discuss the Learning Support Plan with parents, who are asked to agree and sign it on a termly basis (three times a year).
- Records are accessed to ensure that there is no underlying medical or sensory impairment that is preventing learning.
- Teacher/SEND Administrator keeps tracking up to date.
- In the case of pupils who are part of the Hearing Impaired Resource Base but who do not have a statement or EHC plan, the Teacher of the Deaf gives support to pupils and staff where necessary to ensure they continue making good progress.

**SUPPORT STEP 3 (EHC Plan or statement):** If, after assessment, the Local Authority decides to award further appropriate provision this will be arranged and put in place. From September 2014, this will be an Education Health Care Plan (EHC plan), which replaces the previously provided 'Statement'. If a child already has a Statement, then in consultation with parents and their child, this will be transferred into an EHC plan at some point over the next two years, probably during a period of transition from one Key Stage to the next e.g. KS2 to KS3 (primary to secondary school). Parents will be fully involved in this process. If the assessment does not result in a statement or EHC plan, parents have the right to appeal to the local authority.

#### How will Abbot Alphege Academy enable my child to be fully included in the classroom?

AAA provides an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that are provided. In line with the Children and Families Act 2014 and SEND code of practice: 0-25 years, 2014, staff at AAA ensure that children with SEN or disabilities are treated equally and fairly and are fully included in activities throughout the school day. We take the following steps to ensure this is maintained:

1. A disability access plan ensures that we do not treat disabled pupils less favourably for a reason related to their disability. The accessibility action plan aims to continue to improve access for disabled pupils. <http://abbot-alphege.org.uk/statutory>
2. Teachers plan learning opportunities so they are accessible to all children through effective differentiation. Examples of differentiation may include:
  - pre-teaching topic vocabulary
  - adapting language
  - questioning
  - visual prompts and task cards
  - multi-sensory teaching and learning
  - ensuring that children are challenged in a safe way allowing their strengths and successes to be celebrated

- additional resources such as counting blocks in maths
  - Use of ICT
  - targeted adult support
3. Teachers have high expectations for **all** pupils including those with SEND
  4. Teachers aim to remove barriers to learning following the 'Quality First' approach. This means that teaching is highly effective in inspiring, engaging and motivating pupils and lessons are tailored to meet the needs of individual pupils.
  5. Some children who may require additional support to make good progress are given interventions which may be run by an LSA or specialist SEND teacher outside of the lesson. These interventions are reviewed three times a year and their impact is carefully monitored and measured.
  6. Progress of children with SEND is carefully monitored by the SEND team and Senior Leadership Team.
  7. Many opportunities for improving the self- esteem and general well being of children with SEND (and all pupils) are identified with the aim of ensuring that all children are emotionally ready to learn. See section 6 for more details.

#### 4. How will the curriculum be matched to my child's needs?

All our teachers are trained to be able to differentiate work for individual pupils' needs. This may be related to their learning style, their ability level or their own personal learning goals.

If your child needs further specifically identified support to be able to access the curriculum, then this support may be provided by: equipment in class (radio aids, personal workstation, visual timetables etc), pre or post tutoring of work with a Specialist Teacher, a Learning Support Assistant, or another appropriate specialist, or by differentiation of work using various methods.

Our school has a Hearing Impaired Resource Base and although hearing impaired pupils are given extra support in the HIRB, they spend most of their time in class being fully integrated into the curriculum. Many of our classrooms have been adapted to absorb sound more effectively, using 'hush boards' and specifically designed interiors. This benefits all pupils and ensures our classrooms are acoustically efficient.

#### 5. How will both you and I know how well my child is doing and how will you help me to support my child's learning?

Class teachers are always happy to discuss how well your child is doing. There are also regular opportunities to meet at parent/teacher interviews during the year, as well as an annual school report in the Summer Term. Some children may also have a home-school communication diary so that parents/carers can monitor their progress, record concerns or share achievements. If your child has a Learning Support Plan, you will be involved in the target setting and review process and understand the role you can play at home in helping your child achieve their target. Reports from outside agencies are passed to parents with their ideas to you for supporting your child at home.

At Abbot Alphege Academy we carefully track pupils' progress in terms of achievement and attainment. If we notice that your child is not making expected progress, then appropriate measures will be put in place to support your child and this will be discussed with you.

**6. What support will be there for my child's overall well-being?**

Our school offers a wide range of pastoral support for children who need some extra support for their emotional and social well-being. This could be through 'circle time' with class teacher, or 1:1 or group interventions carried out by Specialist Support Teachers or LSAs. The Thrive programme is used to identify the emotional needs of children and a specially trained teacher then offers targeted intervention. Some pupils with emotional difficulties have benefited from the additional support of expert advice, for example staff from Fosseyway school, who specialise in Autistic Spectrum Disorder (ASD). Our school nurse is also qualified to be able to offer support to pupils and where necessary referrals may also be made to CAMHS (Child and Adolescent Mental Health Services).

At times, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the well-being of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals who are working with the family. For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory Support team.

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

We have access to a wide range of specialist services, some of which are provided by school staff and some which are services from outside providers who deliver support on the school site:

- Autism Outreach Service
- Behaviour Support Service
- Child and Adolescent Mental Health Services (CAMHS)
- Counselling Services
- Educational Psychologists
- Specialist Learning Support Teachers (AAA staff)
- Paediatric services
- Dyslexia Specialist Tutor
- Occupational Therapists
- School Nurse
- Social Care teams
- Child Protection Officers
- Speech and Language Therapists
- Vision Sensory Support Team
- Teacher of the Deaf (Comenius Trust Staff)
- Physiotherapy
- Movement Therapy
- Lego Therapy
- Brighter Futures

Play Therapy  
Thrive

8. What training is available for staff supporting children with SEND?

AAA staff are very well qualified to support SEND children. The school regularly provides in-house training, delivered by professionals and experts. This is a constant and ongoing process; training is identified to meet the needs of staff and pupils.

Individual teachers and support staff also attend courses run by outside agencies that are relevant to the needs of specific children e.g. ASD, numicon, dyslexia, dyscalculia, shape coding, Makaton, emotional literacy, anxiety management etc.

Our Hearing Impaired Resource Base, is staffed by a Teacher of the Deaf who is trained specifically to work with Hearing Impaired pupils and to support staff to be fully deaf aware.

9. How will my child be included in activities outside the classroom including school trips?

Activities and trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources can be made available where appropriate. This ensures access for all pupils to all activities where payment is needed. When planning trips and outdoor learning opportunities, we carefully consider the needs of all children to ensure that every child can access activities, physically, emotionally and educationally.

For activities outside of school, risk assessments are carried out and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional member of staff or a parent may be asked to accompany a child during the activity.

10. How accessible is the school environment?

Our school is fully adapted to meet the needs of all learners: ramps and lifts are in place, a multi-sensory area is included in the outdoor space and surfaces have been treated appropriately.

As part of the annual review of our school premises accessibility issues are always considered in light of any individual needs. We will always do our best to meet specific needs and we are happy to discuss individual access requirements. A Vision Impairment Access Officer described our school as 'well-laid out and accessible'.

For the benefit of all pupils, many classrooms have been adapted to provide acoustic conditions that reduce background noise. The Hearing Impaired resource Base is a purpose-built, sound-proofed classroom, which is used for one-to-one or small group work.

What are the admission procedures for children with SEND?

We have a very clear Admissions Policy which is available on the school website under 'statutory.'

If you are interested in your child joining AAA and they have an EHCP then there are separate admission arrangements that are dealt with separately through the statutory assessment process for a new EHCP or a review of a child's existing EHCP. In these cases, parents have the opportunity to name a school on their child's plan but the schools concerned are consulted before being named. Schools are able to draw attention to any difficulties that might arise from oversubscribed year groups. If a particular school is named on an EHCP, this will take priority over the Admissions Criteria, although wherever possible the place will be offered within the Admissions Number for the school.

**11. How will the school prepare and support my child to join the school or transfer to a new school?**

Induction for all Early Years children takes place in terms 5 and 6. Year 0 teachers visit pre-school settings to be able to observe and meet children before they begin school in September. There will also be comprehensive discussions about any specific needs of SEND children and any appropriate transition support will be put in place. If your child joins school in Year 0, there may be transition funding available to support your child settling into school.

Careful planning is undertaken every year (especially for ASD pupils) to ensure a smooth transition into the new academic year, particularly when the move is between key stages/school buildings.

For children transferring at the end of year 6, additional meetings between parents and staff are arranged as necessary to support SEND pupils. All year 6 children are given opportunities to visit their new schools for 'taster days'. We also ensure that all records about your child's needs are passed on as soon as possible.

If a child has a CAF (Common Assessment Framework) then we will, along with other professionals supporting your child, ensure the transition process runs as smoothly as possible. As referred to above (Q5), the CAF is a process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically and deliver coordinated services and review progress.

**12. How are the school's resources allocated and matched to children's special educational needs?**

The school budget, received from the local authority, includes money for supporting Special Educational Needs or Disabled (SEND) children and is allocated on the basis of the needs of the children currently in the school. SEND funding is usually allocated to employ staff and outside specialists (e.g. speech and language support, educational psychologists) and to buy resources, training for staff and equipment. All resources, training and support are reviewed regularly and changes made as needed within the resources that the school has.

Where a child has significant needs that the school feels it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the Local Authority. This is a legal process and you can find more details about this from the Local Authority through the Parent Partnership Office.

**13. How is the decision made about what type and how much support my child will receive?**

Each child's needs are assessed individually and a personalised package of support is put in place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss children's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, is used to allocate resources and support.

#### 14. How are parents involved in the school? How can I be involved?

We very much encourage all parents to be involved in their child's education. Parents are invited and encouraged to contribute to their child's Learning Support Plan(LSP) or Support Agreement and subsequent reviews. Our school also holds regular 'Education Evenings' when parents are able to listen to the latest information about the school initiatives and ask questions about issues concerning them. Informally, it is also possible to speak to your child's class teacher or (where appropriate for some pupils) use a home-link communication system to keep in touch. Members of the Learning Support Team are available to talk about issues relating to SEND at any time. SEND coffee mornings are held at appropriate times in the academic year.

#### 15. Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's classteacher
- The Inclusion Lead
- The Assistant Headteachers
- The Deputy Headteachers
- The Headteacher
- The Local Authority: <http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25>
- For the **searchable local offer** with further information on specific services and the support they offer, please visit [www.rainbowresource.org.uk](http://www.rainbowresource.org.uk)
- The Parent Partnership Service: [parent\\_partnershipservice@bathnes.gov.uk](mailto:parent_partnershipservice@bathnes.gov.uk).

#### 16. Who should I speak to if I have concerns?

The open school policy makes it possible for complaints about special educational provision to be made informally and formally to the appropriate person. All serious complaints are referred to the Headteacher who takes overall responsibility. If necessary, the complaint is referred to the Governing Body.

**See Complaints Procedure for AAA for further details.**