

SEND Information Report

Adopted by: Lime Academy Watergall

Date: September 2018 (Updated April 2019)

Review date: September 2019

Signature of Chair of the Academy Council: Lynne Harrowell

Introduction

Lime Trust applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

Aims and objectives

Lime Academy Watergall is a mainstream school. The SEN information report sets out what we provide for children with Special Educational Needs and/or Disabilities (SEN/D) throughout their time with us. It also explains how we support them on to the next stage of their education. The school caters for the four categories of SEN according to the SEND Code of Practice (2014):

- Communication and interaction (C&I)
children with speech, language and communication needs; hearing impairment; those who demonstrate features within the autistic spectrum
- Cognition and learning (C&L)
children with moderate, severe or profound learning difficulties; specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health needs (SEMH)
children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- Physical and/or sensory (P/S)
children with sensory, multi-sensory and physical difficulties

Our SEN/D policy gives more detail about our day-to-day procedures.

Peterborough City Council also publishes on its website a Local Authority 'Local Offer' – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which has replaced the SEN statement.

You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Leisure activities for children with SEN/D
- Arrangements for resolving disagreements and mediation

Please use this link: <https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

Who to contact in school for more information

- Mr James Harfield is our Assistant Headteacher with responsibility for SEND, Inclusion and Safeguarding at Lime Academy Watergall. The SENCO is the first point of contact for all issues relating to special educational needs. Our SENCO is fully qualified and accredited with the National SENCO qualification. Mr Harfield can also support children and/or parents/carers with a range of parenting and family issues and social, emotional and mental health needs.
- Mrs Diana Green is the school's Attendance Officer and supports parents/families who are struggling with attendance and/or punctuality issues.
- Our School administration team can arrange appointments with the above members of staff: Watergall Primary Academy – 01733 264238.

The purpose of our SEN Information Report

The purpose of the school's SEN information report is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities (SEN/D);
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in close partnership with parents/carers and children;
- How we make effective provision for all of our children with SEN/D;
- How to formalise a complaint about SEN/D provisions - please see the Complaints Policy.

SEN Report for children with Special Educational Needs or Disabilities

Lime Academy Watgall is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN/D, in order that they can realise their full potential. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing needs for individual pupils.

Our vision at Lime Academy Watgall

We have a clear 'moral purpose' at Lime Academy Watgall. For us that moral purpose is simply to place pupils' learning and well-being at the centre of all that we do and to judge our processes, performances and people against that standard. In short, putting children first. Our ambition is to work together to make a positive difference to the lives and opportunities of children, young people and adults within our school and the global community. This ambition requires qualities of courage, risk-taking, determination and resilience, from both adults and children; it includes values of openness, zero tolerance of poor performance and a total refusal to tolerate low expectations; it is manifested through a commitment to partnership within and beyond the school.

A fully inclusive approach

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of: age, attainment, ethnicity, language or background.

Please refer to our Inclusion Policy which is an umbrella policy that covers and is inseparably linked to every other school policy including;

- Special Needs and Disability (SEN/D)
- Equalities Policy and Plan
- Equal Opportunities
- Attendance
- Behavior
- Anti-bullying
- Safeguarding

Transitions

Transfer to our school:

When a new child joins Lime Academy Watgall with a SEN/D, the Inclusion Manager will receive a copy of the child's file from the previous setting. From this, information/history of the child will be shared appropriately. The office will also send a copy of the child's file to the new setting if a child is leaving. General information about the school can be

obtained from the school office or website. There is also useful information in the Home/School agreement.

Transfer to secondary school:

The Year 6 team and SENCO/Inclusion Manager meet with the Head of Year and SENCO of any prospective secondary schools before the end of every academic year for a full handover. There is an opportunity for the secondary school to observe and speak to the children; the children are also invited for 'taster' days/sessions at the prospective schools. Where appropriate, transition meetings are held with the Year 6 teachers, SENCO/Inclusion Manager and secondary school staff.

How we know if a child has a special educational need

Each child's progress is carefully monitored at pupil progress meetings which are held regularly with the senior leadership team, class teacher and Head of Year. At these meetings any concerns about children's rates of progress are raised (including the possibility that a child's special educational needs may not have been identified before this point). Each child is discussed in detail, progress towards their individual targets is reviewed and new targets are set. Programmes of support /interventions for individuals and small groups of children with SEN/D are established or reviewed. Children receive input into their learning goals so that they feel that their voice is heard and we include both children.

The SENCO/Inclusion Manager teacher organises the day-to-day specialised provision for SEND pupils and meets with the class teachers regularly to discuss and review children on the SEND register.

How we make sure that teaching and support help your child to learn and make good progress

Staff at Lime Academy Watergall work closely to provide effective, quality first teaching and well-matched support for children with SEN/D in a variety of ways. These include:

- Carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress
- Supporting the class teacher to take full responsibility for the learning and progress of all children
- Using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- Providing a stimulating, rich and interactive classroom environment
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Using a pupil performance tracking system effectively to ensure that a pupils' performance is closely monitored
- Using our Effective Marking Policy to make sure that children know how to improve their work
- Providing additional adult support from well trained and well supervised Teaching Assistants
- Programmes of support/interventions are evaluated regularly to ensure progress is made by children using them

How we develop the skills, knowledge and expertise of school staff

All staff have regular training to meet the needs of our children as appropriate. We use the National Teaching Standards

to develop the knowledge, skills and confidence of all of our staff as part of their professional work.

How we listen to and respond to children with SEN/D

We have clear policies and systems in place to support children expressing concerns that they have. These include:

- Ensuring the Safeguarding Policy and procedures are rigorous and robust and that staff receive frequent training
- Talking to children during and after lessons to understand their experience of the learning
- Inviting children to Annual Review meetings
- Inviting pupil voice through our Effective Marking programme
- Ensuring that the School Council is fully inclusive and represents the pupil community

Access facilities and support for pupils with SEN/D

Admissions:

The arrangements for the admission of children with disabilities (or Special Education Needs) are very much the same as the admission arrangements for all pupils. Our admissions policy ensures that we do not disadvantage children from particular groups. The admissions process is monitored by ethnicity and disability to ensure that it is administered consistently and fairly to all children. For children joining the school, as much detailed information as possible is gathered so that a child's disabilities, within the context of the school, can be rapidly and sympathetically identified and individual arrangements made where necessary.

Additional support:

Extra support is allocated according to a child's level of need. There may also be recommendations set by external specialists for children who have an identified or specific difficulty (e.g. Speech and Language Therapy programme, Occupational Therapy programme, Educational Psychology recommendations). As a result some pupils receive additional support, either 1:1 or in small group sessions, particularly for core skills (numeracy or literacy). Some of these pupils may have individual targets or personalised arrangements outlined on an Individual Education Plan (IEP) or a Support Plan. This type of support is usually time-limited and monitored carefully in class and through pupil progress meetings. Support is paid for from the school's own budget.

Pupils with significant disabilities or ongoing complex special educational needs may receive an Education, Health and Care Plan (EHCP) which is monitored through a formal Annual Review cycle. An EHCP provides additional finance from the Local Authority to support these most vulnerable children.

All additional support is intended to support the removal of any barriers to learning so that the pupil may access all parts of the curriculum and engage fully in all aspects of school life.

Disabled access:

The school seeks to be inclusive to all within its building to allow the admission of pupils with moderate physical disabilities. This includes:

- Wheelchair access via the main entrance and accessibility to the playground entrance and car park exit. Direct wheelchair access is available to all ground floor EYFS, KS1 and KS2 classrooms.
- The school has pupil toilets with disabled access in all areas of the school.

Please see the school's Accessibility Policy and Plan for further information.

Individual Health Care Plans:

Plans are written up with parents/carers for pupils with disabilities or ongoing medical conditions which require medication or reasonable adjustments. Please see the school's policy for Supporting Children with Medical Conditions for further information.

Extra-curricular activities:

All pupils are encouraged to take part in an extensive range of activities at lunch times and after school. Every effort is made to ensure that all pupils, including those with SEN/D, are able to participate in the PE curriculum, clubs, trips and residential visits.

Prevention of bullying

Please refer to the 'Anti-bullying strategy' located in the Behaviour Policy for details on how the school deals with instances of bullying.

How we work in partnership with parents and carers

We know that parents/carers are the first educators of their child and by working in partnership we can learn about a child's strengths and interests and if they have any concerns, for example if they have a disability, special need or a medical need. We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We have an open door policy and make every effort to communicate clearly and regularly with parents of children with SEN/D about, for example:

- How we support their children
- Their achievement and their well being
- Their participation in the full life of our school

We aim to involve parents/carers as far as possible in the identification and assessment of a child's SEN/D. This may include:

- Discussing and reviewing IEPs, support plans or specific programmes – through an Assess, Plan, Do, Review (APDR) approach
- Gathering information for assessments from external agencies
- Eliciting parent views for EHCP requests
- Contributing to Annual Reviews for pupils with an EHCP
- Eliciting information for Individual Health Care Plans for pupils with a medical condition

Each child's progress, including those with SEN/D, is reviewed in a continuous way:

- Ongoing teacher observation and assessment
- Pupil progress meetings each half term
- Individual meetings with parents/carers
- APDR reviews
- Annual Reviews

Working with external agencies

At Lime Academy Watergall we work in partnership with the following external agencies to provide support for our SEN/D children:

Services provided through the Local Authority:

- Educational Psychology Service
- Autism Outreach Team
- Attention Deficit Hyperactivity Disorder Outreach Team
- Pupil Referral Service

- Early Help Assessment
- Children's Social Care
- SENDIAS (Parent Partnership)

Services provided through Peterborough and Cambridgeshire NHS:

- Community Paediatricians
- Neurodevelopment Service
- Physiotherapy Service
- Occupational Therapy
- Speech and Language Therapy
- School Nursing Team

Independent/Private services available in Peterborough:

- Families First
- Relate
- Sleep Solutions
- SCOPE
- New Ark Play Support Service
- Drink and Drug Sense

It is important for parents/carers to be aware that in order for school to access external services in Peterborough and Early Help Assessment (EHA) needs to be undertaken. The school's Family Support Worker or SENCO/Inclusion Manager can assist with this. In addition, parents need to complete a parenting programme and its impact evaluated. The Family Support Worker in Lime Academy Watergall is qualified to run Webster-Stratton Parenting Programmes and these take place at regular intervals in school.

Parents/carers can also access support directly from the following external services:

Educational Psychology Open Access Consultation Service – Tel. 01733 863689

Autism and ADHD Outreach Consultation Service

Parents/carers can call to book an appointment to discuss their child's needs with an educational psychologist or specialist teacher for ASD/ADHD.

SCOPE (Disability Charity) – Tel. 0808 800 3333

<https://www.scope.org.uk/support/services-directory/independent-supporters-peterborough>

SCOPE offers free advice to parents of children with SEN/D and support through the statutory assessment and EHCP process.

Family Voice – Tel. 01733 685510

<https://www.familyvoice.org/>

<https://www.facebook.com/fvpcommunity/>

This service helps parents engage with professionals across Health, Education and Social Care and provides a voice for parents at strategic level meetings. It also holds informative events aimed at signposting parents and carers to other agencies/ organisations who provide specific services that school or the LA does not.

SEND Information Advice Support Service (SENDIAS) – Tel. 01733 863979

Marion Deeley at pps@peterborough.gov.uk

Formally known as Parent Partnership, SENDIAS provides information, advice and support to parents/carers of children and young people with special educational needs. The SENDIAS Officer is keen to ensure that

parents/carers' views are taken into consideration and will support parents/carers to enable this to take place.

Complaints

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice. Please refer to the school's Complaints Procedures.



Educational Psychology, Neurodevelopment team,
Pupil Referral Service, Speech & Language Therapy,
Occupational Therapy, ASD/ADHD team, Social
Care

**Lime Academy Watergall's
SEN Offer 2018-19**

and severe needs

Individual Education/Support Plans, Reading, Writing and
Maths groups, Precision Teaching, Speech & Language
groups, social skills support, behaviour plans, Early Help
Assessment, Parenting support and classes

Additional needs

Quality First Teaching, classroom strategies, target setting and tracking, pupil
progress meetings, pastoral support, SEND and Inclusion policy, Behaviour policy,
Equality and Accessibility Plans

Emerging needs

**Specialist school and LA support
for individual children/families
with highest level of need**

**Interventions and support for
targeted groups of children**

**Universal support - strategies for
all children, SEND and non-SEND**