

Charter Academy Primary School

SEND

School Information Report

Special Educational Needs and Disabilities (SEND) Information Report: Charter Academy School

Dear Parents and Carers,

Government Legislation requires us to publish a report called the SEN Information Report. (Clause 65 of the new SEN act). This report is co-produced by the Headteacher, Deputy Headteacher, Governors and parents. It outlines the provision for children with Special Educational needs and Disabilities.

The report gives you information regarding the ways in which we ensure we support all of our children with Special Educational needs and Disabilities (SEND), in order that they can realise their full potential. It may not list every skill, technique and resource that we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing needs and requirements of individual children.

Please click here for our school's SEND policy: Charter Primary School – Growing Confident Learners

Key contacts:

Inclusion Lead: laura.drew@castlephoenixtrust.org.uk

SENDCo: julie.wright@castlephoenixtrust.org.uk

What are Special Educational Needs and Disabilities?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example children with autism may struggle to make friends. They can affect academic learning, for example a child may have reading problems because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability.

'a child or young person has SEN if they have a learning difficulty or disability' that calls for 'provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.' (SEND Code of Practice January 2015)

What are the four broad areas of need?

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

What types of SEND does Charter Academy School have provision for?

Charter Academy School is a mainstream inclusive school and the types of SEND that we make provision for are wide ranging.

❖We have experience of working with children with needs in the following areas:

Cognition and learning difficulties- this includes children who have learning difficulties including specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

Communication and interaction difficulties- this includes children who have speech language and communication difficulties, including autism.

Social, Emotional and Mental Health difficulties- including children who have difficulty controlling their behaviour.

Physical or sensory difficulties- this includes children who have visual or hearing needs, or a physical disability that affects their learning.

❖ We have ramps, disabled access toilets, lifts and hygiene suites and our grounds are accessible for people with disabilities.

❖ Charter Academy School offers teaching assistants, a counsellor, a pastoral team and a speech and language therapist.

❖ We have an Enhanced Learning Provision which children who struggle to manage in a larger class can access.

❖We have staff trained in Thrive and a Learning Mentor, a Family Support worker and an Attendance lead to support our children with emotional and social difficulties.

❖ We make every endeavour to ensure that all children are able to join in with all school and extra-curricular activities.

❖Support is also provided for:

- Children with English as an Additional Language
- Children in care
- Traveller children
- Refugee and Asylum
- Minority, Ethnic and Faith group
- Children with medical needs
- Young Carers
- Children at risk of Exclusion
- Children from families under stress

Which staff will support my child, and what training have they had?

Our SENCO is Jules Wright julie.wright@castlephoenixtrust.org.uk

She has 17 years' experience in this role and has also worked as deputy head and safe guarding lead. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2010. She attends regular SEND conferences and is continually accessing training to update and extend knowledge of supporting children with SEND.

She is allocated 4 days a week to manage SEND provision.

Class teachers and Teaching Assistants

All of our teaching staff receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. The school has a school development plan which includes identified training needs for staff to improve the teaching and learning of all children, including those with SEND. In addition to this, we provide additional SEND training, throughout INSET days, staff meetings and by attending courses run by external agencies and providers. As part of our networking with our Trust schools, we also work collaboratively across schools to support each other in specific areas of Continuous Professional Development.

External agencies and experts

The SENCo, teachers and TAs work closely with specialists from external support services who provide advice or direct

support as appropriate.

These include:

- Speech and language therapists
- Educational psychologists
- Specialist Teachers from the Coventry SEND team
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Coventry Alternative Provision
- The Keys

What should I do if I think my child may have Special Educational Needs?

Tell us about your concerns: If you think your child might have SEND, the first person you should tell is your child's teacher. You can contact them through classdojo. They will pass the message on to our SENDCo (Jules Wright), who will be in touch to discuss your concerns.

We will invite you to a meeting to discuss your concerns: We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly

once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a specialist teacher, a speech and language therapist, an educational psychologist, or a paediatrician.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and the class teacher to create a SEND Termly Plan for them.

How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEND needs.
The graduated approach is a 4-part cycle of **assess, plan, do, review**

As a part of the planning stage of the graduated approach, outcomes will be set that we want to support your child to achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional

provision made through SEND support. For others, the cycle will continue and your child's targets, and the strategies and provisions in place will be revisited and refined.

Early intervention support: Your child's teacher will work with you to develop an understanding of your child's strengths and potential additional needs and adjustments and provisions that can be made within class.

Targeted, additional support: Your child's teacher will work with you to develop an understanding of your child's strengths and potential additional needs discussing any additional interventions or strategies that could help your child. The school's SENCO and class teacher will work with you to put together a SEND Termly Plan which will be reviewed with you termly. Outcomes and additional support will be put in place and reviewed.

Complex Needs: At this stage it may also be decided that more support is needed to enable your child's progress. With your agreement, an outside agency may become involved with your child and a My Support plan put in place to help carry out the advice effectively. If your child has more complex and enduring needs, or remains significantly behind, then a request to the Local Authority for an Education Health and Care Plan (EHCP) can be made. If an EHCP is agreed, then your child is likely to have more specialist provision and additional adult support. There will also be annual review meetings which are person centred to talk about their achievements and progress, and what is working and isn't working well.

How will I be involved in my child's education?

At Charter Academy School, we know that you are the expert when it comes to your child's needs and progress and we believe that your involvement in your child's education is crucial and we encourage it at all times. This may be through:

- Discussions with the class teacher sharing information. This can be done through Classdojo or more informal means
- Contacting the SENDCo through Classdojo or more informal means.
- Parent evenings
- Supporting the setting and reviewing targets for Termly Plans (3 times per year)
- Working on targets at home
- Working on advice provided by other professionals. For example, a speech and language therapist
- End of school year report
- Your class teacher can be available if you wish to raise a concern. Appointments can be made at the office or you can email on Classdojo
- If you wish to speak to the Inclusion Leader or SENDCo, an appointment can be made at the office or email on Classdojo.

How will my child be involved in decisions made about their education?

Children are regularly involved in their own education, including those with SEND. Children reflect on their own practice and identify next steps and personal targets.

Children with SEND all have a Termly Plan which identifies specific targets linked to their needs. Children will be consulted by the class teacher regarding the targets set and how these will be met.

We frequently seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Pupil interviews
- School council

How will the school adapt its teaching for my child?

- Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.
  - High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.
  - When a pupil has been identified with additional needs their work will be adapted by the class teacher to enable them to access the curriculum more easily.
  - The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.
  - There is no '1-size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptions we make are meaningful to your child.

These include:

- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Our Enhanced Learning Provision

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1 to 1 work, adapting the teaching style or content etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- A variety of technology
- If appropriate, specialist equipment may be given to the pupil. E.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.

How will my child engage with other children who do not have SEND?

Charter Academy is a fully inclusive school and we ensure that all of our children and staff work in harmony with each other regardless of their ability. This is modelled to our children by all members of staff who work at Charter. Through our Personal, Social and Health Education lessons (PSHE), assemblies and awareness days, we promote acceptance of others and celebrate difference and diversity.

The school is proud to offer a breakfast club for those that need it, and a wealth of extracurricular activities to all children across the school over the year. This include, sporting clubs, homework clubs, art clubs etc.

What support is available to support my child's emotional and social development?

We are a very caring and supportive school. We know that children learn best when they feel safe and supported. All staff support children in their emotional and/or social development throughout their time here with us. We are also fortunate enough to employ a learning mentor and a counsellor who provide extra support to individual children supporting them through issues such as bereavement, family separation, friendship issues or confidence in self-esteem development. We have a school council which is made up of representatives from each class who work closely with a member of staff to ensure we engage the children in school life.

We also work very closely with professional agencies such as the Educational Psychology service and CAMHS to support children with specific social, mental or emotional needs.

How will the school prepare and support my child when joining or moving from Charter Academy School or between phases of education?

We realise that transition can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. Many strategies are in place to ensure a pupil's transition is as smooth as possible. These include:

❖A pre-admission meeting is held with the Learning Mentor and/or SENDCo.
❖ Discussions between the previous and new school to ensure all information, including records and support for your child are passed on.
❖ A series of transition sessions where appropriate run by external agencies.
❖ Bespoke transition programme for any child in need of one.
❖ Opportunities are provided for all of our children, but particularly those with SEND, to informally meet new class teachers

How will the school secure equipment and facilities to support my child?

We may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority provide specialist equipment such as wheelchairs/standing frames etc. when prescribed by a relevant health specialist.

What do I do if I need to make a complaint?

If a parent has concerns regarding their child, they should contact their child's class teacher or SENDCo in the first instance. If the matter isn't resolved, parents should then ask for a meeting with the Headteacher.

What support services are available?

Parent may find the following links helpful

Autism Education Trust www.autismeducationtrust.org.uk
Communication Trust www.thecommunicationtrust.org.uk
Dyslexia/SPLD Trust www.thedyslexia-spldtrust.org.uk
Council for Disabled Children www.councilfordisabledchildren.org.uk
Parent Partnership Service www.coventry.gov.uk/parentpartnership
Speech and Language Therapy Service www.coventrychildrensslt.co.uk
Coventry SEND Offer www.coventry.gov.uk/sendlocaloffer
Coventry SEND Information and Advice Support Service (SENDIASS) can signpost and offer parents impartial support and advice https://www.coventry.gov.uk/iass