



Akaal Primary School SEND Information Report 2021/2022

How we identify individual special educational learning needs

When pupils have an identified special educational need or disability before they join our school we work very closely with the people who already know them. These include parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy or Occupational Therapy. We will always share the findings with parents and in consultation, plan the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty. This will help us to identify the child's needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Special Educational Needs Coordinator (SENDCO), Sonia Wallis and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child.

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.

Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers; a copy will always be available to all.

We hold a regular termly meeting that allows the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

We have an open door policy which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCO when a more in depth discussion is required.

Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing Personalised Learning Plans (PLP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO: Mrs Sonia Wallis: 01332 499011 s.wallis@akaalprimaryschool.org

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.

Headteacher – Mrs Julie Fellowes j.fellowes@akaalprimaryschool.org

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENDCO in terms of budgeting the SEND provisions.
-

SEND Governor: Mr Rod Dubrow-Marshall

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

How we use other adults in school to support pupils with special educational needs or disabilities

Our team of Teaching Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.

We have a specialist Speech and Language therapist who works closely with the school, working with the children and providing strategies for staff.

Our School office team have excellent knowledge of how to support our children and their families and may also be able to signpost you to other services.

Our English (Mrs Heather Carr) and Maths (Mrs Sharan Kooner) specialists analyse pupil performance data regularly to ensure that each individual child is making the best possible progress and look at steps to support the child. The SENDCo will collate all data from the children on the SEND register in school and monitor progress made in all subjects.

We are able to contact external agencies to support staff and children in school including but not limited to:

Educational Psychologist
NHS Speech and Language
Occupational Health
School Nurse
Early Years advisors
Physiotherapy
Paediatricians
Early Help Team
SEN Assessment team
Virtual Schools for Looked After Children
Community support officer (police)
Other specialist professionals.

How we use specialist resources to support pupils with special educational needs or disabilities

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a range of technology to support different learning styles and help motivate and access learning. These include iPads, computers, talking tin lids and digital voice recorders

We use intervention rooms, pictures, objects, symbol timetables and equipment such as countdown timers for pupils who need it.

We seek advice from external agencies as and when the need arises.

We have changing facilities for those children who require it.

How we modify teaching approaches for individual pupils

Our creative curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils.

We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.

Once every term, parents/carers have the opportunity to join with their children's learning in our Mission Impossible / Learning Challenge event.

Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.

We use class and personal visual or object timelines to help children to understand what activity is coming next.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress.

Within school, teachers assess the children's progress at six points throughout the academic year. This data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support your child.

At termly meetings we discuss a child's progress and attainment and gather the parent's views. This will help formulate next steps to support a child's progress. We follow the 'assess, plan, do review' (APDR) cycle to keep children moving forward with their learning.

We set challenging targets for all children based on nationally agreed guidelines on progress.

Our daily feedback on children's work and our reflective learning logs inform our planning and we identify next steps for all of our children.

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with differentiation where required. We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professionals to do this where needed.

How we support pupils in their transition into our school and when they leave us

Children who join in our Reception Class are welcomed into our school community with a personal home visit by Reception team if needed. A series of 'taster sessions' follows in preparation for their start.

We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition.

How additional funding works

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.

If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used.

Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Where pupils can get extra support

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of the senior leadership team at all times.

Pastoral support is available every morning along with members of Senior Management Team and Teaching Assistants to hear any concerns.

Where parents/carers can get extra support

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

Our SENDCo, Head Teacher and School Office (01332 499011) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

For more information on Derby City Council's Local offer please follow this link:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Governing Body

Our schools governing body actively seek the advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.

The governing body meet regularly to discuss the needs of ALL pupils at Akaal.

Our SEND link governor meets during the academic year with the schools SEND team to discuss the school provision and progress; this includes talking to pupils and parents.

Other Useful Links:

SEND code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Sendiass: <https://derbysendiass.org.uk/>