



SEND INFORMATION REPORT 2019-2020

INCLUSION TEAM: Sarah Laurance Assistant Head SENCO

SEND Local Academy Board Member: Karen Rolfe

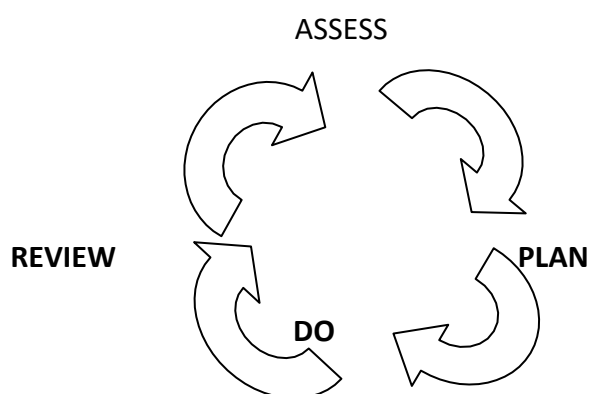
Tel:01323 502525

Email: slaurance@auroraacademies.org

Whole school approach

High quality first class teaching and additional interventions are defined through our continual dialogue across the school contributing to our provision management approach. Children requiring interventions are discussed at Pupil Progress Meetings (PPM) and SEN PPM's and children who have a higher level of need are placed on plans and on our Year group provision maps. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (see Teaching and learning policy and Special Needs Policy and Inclusion policy)

Assess- children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children may require specific assessments to track progress in smaller steps. Occasionally it may be necessary to assess children using a 'one off' formal SEND assessment e.g Dyslexia screening test, Speechlink, language link....

Plan- all children who have an Education, Health and Care Plan (EHCP) have a plan for their provision. In addition, a small number of children with additional needs also have an Additional Needs Plan. All children on the SEND register will have a short term assess-plan-do-review plan. It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class. Advice on planning can be sought from the Inclusion team and SLT and interventions are discussed at Pupil progress meetings.

Do- It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using the specific techniques and strategies to support their individual pupils. Teaching assistants are trained in SEND and where they have particular expertise, we aim to match them with the children they are working with e.g Makaton, attachment disorder, Nurture.

Review- Children's progress is regularly reviewed by teachers as part of an ongoing progress. At pupil progress meetings the effectiveness of strategies and interventions are discussed. In addition, Additional Needs/assess- plan-do- review meetings are held three times a year and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice.

Having consulted with children, young people and their parents all our provision (internal or external) is based on an agreed outcome approach.

SEND NEEDS

Children and young people's SEND are generally thought of in the following four broad areas of needs and support:

1. Communication and interaction

We are well supported from Speech and Language Service, CLASS (Language and Literacy and Autism support). We run Nurture, social skills groups and have mentors for key children. We use Communicate in Print to aid children with speech and language difficulties. We screen pupils using Speechlink and Language Link to assess children and plan appropriate programmes.

2. Cognition and Learning

We use multisensory approaches as part of our quality first teaching and provide precision style interventions where appropriate. We have 1 Specialist dyslexia TA. She is able to advise on dyslexia strategies to use in class and can carry out the DST (dyslexia screening test) if required.

3. Social, Emotional and Mental Health

We run Social Skills interventions and Nurture Groups. Where a child is displaying emotional or mental health issues that interfere with his or her learning other services such as CAMHS, ESBAS are sought.

4. Sensory and Physical

Provision is put in place following the advice of Sensory Needs Service or as a response to needs that arise. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating arrangement. Advice from Occupational Therapy and Physiotherapy are followed up where appropriate. We run sensory circuit groups in Key stage 1 and 2.

(Reference SEND policy)

We currently have around 60 children receiving some form of SEN and Disability support.

We have around 26 children who have come out as at risk of Dyslexia after a screening test and around 18 with an ASC or ADHD diagnosis or other medical need.

We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, observations of interventions, work scrutiny, discussions at pupil progress meetings and additional needs plan meetings and reviews. The children are regularly assessed as part of the school’s ongoing process. Additional specialist assessments are carried out to identify needs as required. External agencies are also able to provide specialist assessments as required.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who’s involved	Frequency
SEND/FKW parent coffee mornings	Assistant Head – Sarah Laurance FKW – Amanda Nippard and Stacey Newell	A few a year but this has not been possible since September because of COVID.
Parent meetings Additional Need Plan meetings	Assistant Head/SENCO Class teacher Parents Other professionals involved	At least 3 times a year. Since September these have been done virtually.

Staff development

We are committed to developing the ongoing expertise of our staff.

Areas of expertise within the staff	
Speech and language	TEALS
Specialist Dyslexia TA	link
Read, write, inc	Pupil Voice
Freshstart	Phonics
Destination reader	Autism
Daily supported reader	Sensory circuits (occupational therapy programme)
Early Numeracy	Jump ahead
Literacy	Pindora Box
Speech, Language and Communication Makaton	

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We have a trained team of teaching assistants. Careful consideration is given to the expertise of staff and the needs of the children.

Finance

Our notional SEND budget funding year 2019/20

£ 328,778

School partnerships and transitions

We have worked closely with our nursery school and pre-schools to ensure a smooth transition into school. Where a child comes into school with a high level of need, we have additional meetings and adapt their transition to school to meet their needs.

We work closely alongside Eastbourne Academy and Causeway and run a smooth transition programme for more vulnerable pupils. Where a child transfers to another school, we liaise closely with the receiving school providing additional support and taster days where necessary.

Due to the COVID-19 pandemic, our processes have been adapted. Meetings have taken place over Teams, where possible, and paperwork has been delivered following DfE guidelines.

Complaints

If a parent is concerned about anything to do with the education that we are providing at our school, they should in the first instance discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and making good progress, they naturally want to know if there is a problem, so they can take action before it seriously affects the child's progress.

Where parents feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature they should make an appointment to discuss it with the child's Phase Leader or the SENDCo. The Senior Leadership Team considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved by this stage. However, if parents feel that the complaint is yet to be resolved then a formal complaint can be recorded using the School's Complaint Policy.

Should parents require a copy of the School's Complaints Policy, this can be obtained via the School Office.

Challenges this year

We closely monitor the procedures we have put in place and ensure high quality provision remains for all children.

- Nurture and working with Zones of Regulation continues throughout the school and is a focus to support children's emotional development.

- Mental Health and Emotional Wellbeing is a focus for both staff and pupils, particularly due to the COVID pandemic, and is delivered through small group intervention and mindfulness work set through class teaching.
- We continue to work with external support services to provide high quality provision to support our pupils.
- Ensuring pupils with SEND are supported through quality first teaching to meet our school vision of Learning without limits.
- Support pupils and staff to embed the school's Behaviour policy, which has been refined to reflect the changes required due to the current pandemic. This promotes a more empowering approach to managing behaviour.

Further development

Our strategic plans for developing and enhancing SEND provision in our school include:

- Embedding quality first teaching throughout the school.
- Zones of regulation to continue to support our behavior policy.
- Support children's mental wellbeing – launching 'Inside Out Intervention' which has been brought in September
- Training on Women and Girls with Autism
- Developing the SEN/Welfare team
- Develop the Nurture initiatives
- Ensure SEND pupils make accelerated progress
- Embedding the revised behaviour policy empowering adults and pupils in a problem solving approach.

In preparing this report we consulted with staff and parents. Relevant school policies underpinning this report include:

- SEND Policy
- Accessibility Policy
- Teaching and Learning Policy
- Legislative Acts taken into account when compiling the report include: Children's and Families Act 2014, Equalities Act 2010, Mental Health Act 2007

This report was updated by S Laurance

This policy was updated 20.01.21

Head teacher: Miss Helen Emmett

Assistant Headteacher: Mrs Sarah Laurance

Chair of Local Academy Board: Mrs Karen Rolfe