

Raleigh Infant and Admirals Academy
SEN Report 2021-2022 – Part of the SEND Local Offer for Norfolk

Eastern Multi-Academy Trust’s mission statement:

We exist to provide exceptional opportunities for all our students so that they can develop their potential to reach the highest levels of education. Everyone member of our academy family will be supported to aspire to be the very best that they can be.

All will be empowered to become stronger and more confident. Students will be supported to develop the skills, abilities and mental attributes to succeed for themselves and to develop a love of learning that will continue into adulthood.

Children and young people will be motivated to set themselves challenging life goals and be supported to develop the resilience to overcome any obstacles to this.

Individuals will develop and motivate each other and be passionate about reaching their maximum potential regardless of background. Opportunities will be life defining to transform their life chances.

Admirals and Raleigh Infant Academy Mission statement

Admiral and Raleigh Infant Academy is committed to providing excellence for all pupils and supporting every child within our academy to achieve. As a Trust academy, we make every effort to be a truly inclusive school. We welcome everybody into our academy community and aim to support every child to reach their full potential.

At Admirals and Raleigh Infant Academy we believe that:

- all children deserve a first-class education
- all schools can be transformed to being judged as outstanding
- all pupils can, and should, leave education well prepared for their life ahead
- everyone has hidden potential to be uncovered and nurtured.

Admirals and Raleigh Infant Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the January 2015 Code of Practice, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The academy makes provision in accordance with the Code of Practice [2015], the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs are identified in terms of learning, communication, interaction, emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. The academy believes that each child has a right to be involved in making decisions and exercising choices. The academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

Objectives of Admirals and Raleigh Infant Academy's SEND provision:

- to ensure pupils have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the child's needs and ability
- to ensure the identification of all pupils requiring SEND provision as soon as possible
- to ensure SEND pupils take as full a part as possible as soon as possible
- to ensure parents are kept fully informed of their child's progress and attainment
- to ensure that SEND pupils are involved in making decisions affecting their future SEND provision
- to liaise with specialists and other agencies to access specialist support for pupils and parents.

Admirals and Raleigh Infant Academy's Local Offer-

Introduction

Our academy offer has been created working in partnership with staff, pupils, governors and parents.

Identification of SEND children

At Admirals and Raleigh Infant Academy, we aim to identify children with special educational and disability needs as early as possible.

Currently at Admirals Academy, we have 24% of pupils with SEN identified and 1% with an EHCP (25% total) compared to national figures of 12.2% SEN and 3.7% on an EHCP (15.9% rounded total).

Currently at Raleigh Infant Academy, we have 13.5% of pupils with SEN identified and 0% with an EHCP (13.5% total) compared to national figures of 12.2% SEN and 3.7% on an EHCP (15.9% rounded total).

What are Special Educational Needs?

Some children have Special Educational Needs (SEND) this means they have greater difficulty in learning than most other children of the same age.

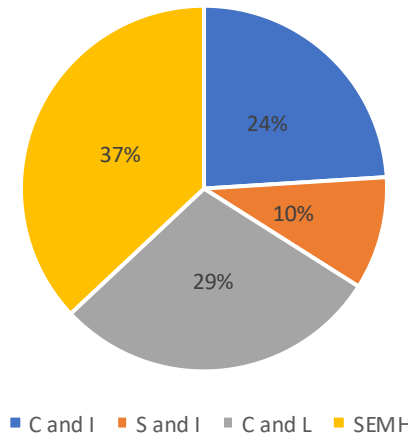
OR

A child may have a disability that makes it hard for them to use the same kind of educational facilities provided for the majority of children.

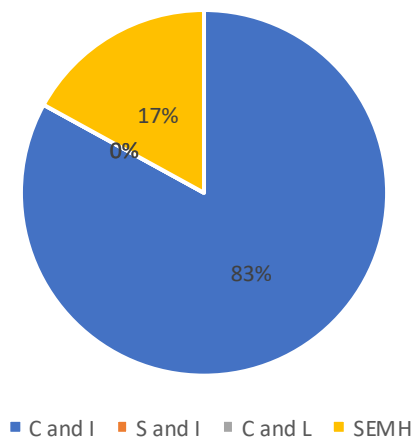
Up to 20% of children will experience a special educational need of some kind at one time or another.

There are 4 broad areas of Special Educational Need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or a Physical impairment.

Admirals Types of SEND by need 2021-2022



Raleigh Types of SEND by need 2021-2022



Who is responsible for SEND at Admirals and Raleigh Infant Academy?

The Principal has overall responsibility for SEND – Mrs Kouni.

SEND Lead Admirals and Raleigh Infant Academy – Mrs Hall (SEN Award in progress)

Working with the trust SEND Lead – Mrs K Walmsley

Any concerns about a child should always be raised with the class teacher in the first instance.

How Admirals and Raleigh Infant Academy Identifies SEND

- Progress of all children is continually monitored by the class teacher
- We measure progress in learning against national and age-related expectations
- Progress is assessed and discussed every half term at Pupil Progress meetings with the class teacher, SENDCo and Principal.
- Attendance and changes in behaviour are monitored and tracked.
- Children not making expected progress are identified as a target child and further support may be given in class to aid their progress. Initial concerns raised with the SENDCo, using the SEND initial checklist and a running record of trialled approaches is kept.

- If a child, after targeted work, does not make expected progress an Individual Education Plan (IEP) will be put in place with specific provision agreed in discussions with parents, class teacher, child and SENDCo.
- The Individual Education Plan will have targets adapted into smaller steps, or a different approach may be tried to ensure that the child makes progress. IEP's are reviewed regularly to measure the impact of support given and to set new targets.
- Further input from outside agencies might be requested or sought if the child continues to make very limited progress when impact of support is analysed. These include; Occupational Therapist, Point one, Physiotherapists, Speech and Language Therapists, CAMS, Just one number, Educational Psychologists.
- Parents are kept fully informed at all stages and permission sought if information needs to be shared with other agencies.
- We log and hold copies of all discussions and referrals. The views of all parties are recorded.

Support that may be available to a child with SEND

- All children receive quality first teaching that meets the needs of all learners. Lessons are planned and differentiated to ensure that all children can access the learning. Teachers receive regular training and teaching and learning is monitored across the academy to ensure all children receive a good education.
- Specific small group work in, or outside of, the classroom. These are called intervention groups and are usually run by a teaching assistant under the direction of the teacher/SENDCo.
- Individual Education Plans (IP) put in place. This is a personalised learning plan. These are reviewed regularly with the parent, child and teacher.
- Mentor.
- Individual/small group support for social skills, nurture or pastoral support.
- Work with, outside agencies e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapist, etc.
- Other professionals may give additional advice, suggest strategies, set targets or support an intervention e.g school nursing team.
- Specific equipment or resources may be loaned or purchased.
- The academy site is adapted to meet the needs of SEND pupils. We have 3 disabled toilets, a stairlift, hoists, showering facilities, sloped access points and designated parking.
- Additional transition support/opportunities for children entering or leaving the academy.
- Ongoing communication with parents/staff and child via Home/Academy Link book, reports, face to face meetings.
- A request may be made to the Local Authority to carry out a Statutory Assessment of a child's needs as part of an EHCP application.
- The LA Inclusion Helpline may be used where a pupil is at risk of exclusion as an early source of advice and support

How do we know that SEND provision is effective?

- Pupil progress is monitored termly
- Regular moderation of work is carried out in year teams, by subject leaders, middle leaders and senior leaders
- Lesson observations
- Trust reviews
- Feedback to and from Eastern Multi-Academy Trust, the Local Authority and Ofsted

Provision

Curriculum and Support

All pupils receive quality first teaching from their class teacher. Lessons are planned to include clear differentiation so that all children can access a broad and balanced, knowledge rich curriculum, enabling SEN learners to make good or better progress from their relative starting points. All classrooms display a visual timetable that can support all learners, but particularly those with SEN and all children are taught inclusively. Staff will prepare children for changes in routine in advance wherever possible and we follow a carefully structured day and sequence of lessons during the week, to provide consistency in delivery and knowing what is coming next. This is consistent for the learner for their entire time with us, as EYFS to Year 6 follow Talk 4 Writing, Read Aloud Think Aloud, Letters and Sounds (with support from the Myland hub), White Rose maths and a designed wider curriculum for the foundation subjects as whole school approaches. We carefully consider the learning environment to ensure adequate support whilst not over stimulating the senses. Strategies for SEND include:

- 'extra practice' activities
- repeated/over learning
- precision teaching
- information/instructions broken down into small chunks
- coloured paper and overlay use
- enlarging font/font type
- access to technology
- differentiated home packs of work
- ramps, signs and steps painted for visual impairments
- nurture room provision

to name just some of the possible approaches that could be employed. Additional adult support for identified individuals with SEND is implemented to ensure that all learning needs are met. Those children identified as making little or no progress are targeted for in-class support by the class teacher and teaching assistant dependent on their need – whether educational or emotional for instance.

Provision – reasonable adjustments

We make a range of adjustments for SEN learners. This includes teaching assistant support, 'Now and Next' independence strategies, coloured workbooks as well as tailored stationary, individual timetables and working alongside external agencies to provide therapies for children and access to nurture.

Physical adjustments

Hoists in disabled toilets, a lift for access and non-slip flooring in changing facilities. Painted steps to prevent trips and falls.

SEMH

The school follows set values of for example; trust, friendship, safety, aspiration and kindness. We have a dedicated ELSA (Emotional Literacy Support Assistant) to work with specific children. We have Youth Mental Health First Aiders trained to deal specifically with mental health issues in school aged children. We are using PATHS as an emotional literacy intervention. We complete yoga as part of our P.E. programme. Referrals to the school nursing team in Norfolk for wellbeing services.

Training

Staff are working with a SEN consultant on specific areas of training, including; Every teacher is a teacher of SNED, IEP SMART targets, behaviour management, identifying and supporting ADHD and ASD, assessing and supporting Dyslexia.

Individual Plans

All children set learning targets in collaboration with their class teacher for English and maths. However, SEND pupils are provided with an IEP: specific, highly personalised targets, broken down into smaller steps in order to help them progress.

SEND pupils are identified by raising a concern with the SENDCo and Principal initially, then placed on an Individual Education Plan (IEP) when in-class, targeted support has not shown little or no impact after six weeks and a review. IEPs are shared with parents and next steps for learning discussed, including the intervention programme to be followed and the expected outcomes. Children with an IEP will be listed on the SEND register and a copy of the IEP will be sent home. IEPs will be reviewed termly (three times a year) and where possible, coincide with Pupil Progress Meetings and parents' evenings; ensuring targets are SMART –

- Specific, Measurable, Achievable, Relevant and, perhaps most importantly, time measured.

ensuring rapid, small gains can be made. For LAC/CLA (Looked after children) the IEP may be in partnership with their PEP. Parents should meet with the class teacher and, at times, the SENDCo at least 3 times a year to discuss their child's progress.

Targets set on the IEP are linked to the child's greatest need in order to get the desired outcomes for them. This may involve visual, environmental factors such as traffic light systems used for managing noise levels or demonstrating understanding of a task as well as more traditional, subject focussed targets. Visual timetables, pencil grips and checklists are other methods of support used, to name just a few.

Staffing and Interventions

Specific intervention sessions are timetabled and led by appropriately trained staff e.g. our Emotional Literacy Support Assistant (ELSA) is trained to deal with varying situations such as bereavement and all staff undertake ADHD, Autism and Dyslexia Awareness, online training through Educare.

Clear outcomes are set for the groups and individuals involved. Attendance at these sessions is recorded, as well as progress against the set learning objectives. Intervention staff feed back to the class teacher and the SENDCo. They keep records of the sessions and any observations in their file which is always available for monitoring. Staff work closely with external agencies and organisations to work in the best interests of the child and utilise expert knowledge and skills e.g. Physiotherapists.

Graduated Approach -

After approximately 6 weeks (a cycle of APDR (assess, plan, do and review)), the targeted intervention will be reviewed and if no progress has been made, the SENDCo may carry out further observations or assessments as appropriate. The SENDCo may also request advice from another agency or specialist. All of this will be discussed with the parents and their views recorded. Intervention work will continue and targets will continue to be reviewed. After analysis of assessment results, another professional may become involved in setting specific targets for the child and/or working with them. An Educational Psychologist's assessment may be requested at this stage.

Funding

Element 3 funding (previously called top up funding) can be applied for, with appropriate evidence and in circumstances of need, in order to gain extra funding to support SEN learners in addition to the SEN notional budget allocated to the academy at the start of the academic year. This amount received is related to a tiered banding system. The amount of SEN notional is available online and any additional funding will be spent appropriately in order to achieve the best possible outcomes for all SEN children. Children with an EHCP receive some automatic funding on the same tiered banding system.

Assessment

A variety of screening, assessment and tracking methods are used to ensure SEN learners are progressing. These include PiXL summative and diagnostic tests, p scales tracking, Primary SEN Dyscalculia screening and GL Dyslexia Portfolio screening.

EHCPs

If appropriate, when all the evidence has been gathered and scrutinised, it maybe that a statutory needs assessment for an EHCP is requested. If an Education, Health and Care Plan is already in place for a child, the SENDCo will oversee the class teacher in delivering the required support. This may include additional adult support, specialist resources and additional programmes. It could include tailored transition arrangements. EHCPs are reviewed annually and include the views and wishes of the child and their parents, as well as any other involved professionals. Children with an EHCP in Year 5 will have a phase review in preparation for their secondary education and provisional preferences, attended by the local EHCP coordinator from the county council. Discussions are held regarding the current provision and progress made towards end of key stage targets. This is with a view to continuing the current support if effective, the EHCP being amended or the EHCP ceasing as there is no longer a need for it to be in place.

Useful links and further information

Parent Partnership 01603 (Norwich) 704070

Code of Practice 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Local offer www.norfolk.gov.uk/send

Admirals Academy Office: 01842 753993, where you can leave a message for the SENDCo, including providing any feedback on this document. Any complaints can also be made to this number in the first instance. Alternatively use office@adm.eastern-mat.co.uk

Raleigh Infant Academy Office: 01842 753993, where you can leave a message for the SENDCo, including providing any feedback on this document. Any complaints can also be made to this number in the first instance. Alternatively use office@ral.eastern-mat.co.uk

The SENDCo will work closely with the attendance and behaviour lead and liaise with all DSLs regarding any safeguarding concerns.

See also-

Safeguarding policy,

EMAT SEND Policy,

EMAT Equalities Policy,

EMAT Accessibility Policy and Admirals Academy's Accessibility Plan,

EMAT Self-Harm Policy and Procedures,

EMAT Complaints Policy.

Admirals Academy Anti Bullying for pupils

Admirals Academy Anti Bullying for parents

<https://www.admiralsacademy.co.uk/academy-life/policies/>

Reviewed September 2020

Where Everyone Matters

