

Sunnyside Primary Academy SEND Information Report



Reviewed:02.10.2023

Vision

‘ Ensuring every child achieves ’

Sunnyside is committed to ensuring that every child has access to a provision that enables them to develop their abilities and ambitions; supporting them to grow as successful learners and members of our community.

Introduction

The purpose of this document is to clarify to Academy staff, Academy Advisory Councillors and parents how the special educational needs of pupils are managed at the Sunnyside Primary Academy and how the Greenwood Dale Foundation Trust policy is put into practice.

Definition of Special Education Needs

This Special Educational Needs and Disability Policy takes account of the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2015, the Equality Act 2010, the policy of the Local Education Authority and the aims of the academy.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice defines SEND as:

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

We follow the fundamental principles of the SEND Code of Practice and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEN or disabilities; including a clear approach to identifying and responding to SEN.
- Being aware of and alert to emerging difficulties and responding early.

The Code of Practice 0-25, 2015 can be located at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Objectives

- To effectively identify and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

Rationale

Sunnyside Primary Academy is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff and families, regardless of ability, race or social background. We believe that all people are of equal value and that we have a responsibility to provide balanced provision for all learners to help them achieve their full potential. At Sunnyside Primary Academy, staff work together to identify children with Special Educational Needs (SEN). These children are entered onto our SEN register. The SEN register is monitored on a termly basis to ensure it is up to date and accurately reflects the children within the school who are receiving SEN support.

For information on admissions please click here:

<http://sunnysideprimaryacademy.org/parents/admissions/>

Identification of Pupils with SEND

The SEND Code of Practice 2015 recommends a step-by-step graduated response to special needs. At Sunnyside Primary Academy, we provide a graduated cycle: Assess, Plan, do, review. We provide quality first teaching to all pupils, some pupils will need additional support through in school means and some will need support through external professionals.

Identification of pupils with SEND will come from a range of sources:

- Progress of all pupils is monitored by teachers, subject leaders and Senior leaders as part of an ongoing observation and assessment which identifies differences between progress, attainment and achievement.
- Progress made against objectives that are specific to a pupil's age-related expectations.
- Standardised screening and assessment tools
- Parental concerns
- Concerns raised on entry to the Academy in any year group or concerns raised by previous school or pre-school setting.
- Liaison with Local Authority or other outside professional
- Concerns raised because a child is under the care of the Local Authority

Progress and Assessment

Progress will be measured against the National Expectations of levels. Where children have complex needs and progress is achieved in small steps, the use of **Bsquared** is used across the school for those on the SEN register. The assessment and recording of progress is monitored termly. Some children will require close monitoring and will have an individual learning plan (ILP). These will have set targets to work on.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available to parents at reviews, parent consultations and annual reports.

Quality First Teaching

This is the essential foundation of all teaching. Teacher should provide quality lessons that are pitched at the learners level. They should provide structures throughout lessons to ensure pupils can access the lesson's content. Quality First Teaching includes:

- Engaging and supporting the learning of all children and young people;
- Building on pupils' prior learning and responding appropriately to the 'pupil voice';
- Differentiation of the curriculum to match tasks to the needs of the child.
 - Appropriate grouping of children within lessons. This may be matched ability or mixed ability groups, both of which have benefits to all the children.
 - Use of a range of teaching styles which recognise the individuality of the children in the class.
- Appropriate use of additional adult support.
 - Accessibility to a range of resources and equipment, including electronic devices.
 - Use of pre-teaching and intervention sessions to address misconceptions and close identified gaps.

Only when children have not made sufficient progress through High Quality Teaching after a period of monitoring, following the Local Authority Guidelines are they moved to the Special Educational Needs Register. This will be communicated with parents and an Individual Learning plan will be developed if not created to supporting monitoring of concerns.

SEN Support - Additional School Intervention and Support

When a class teacher, supported by the Inclusion Team, identifies that a pupil has SEN, they are added to the SEN register. The class teacher devises interventions and/or differentiated group or individual work additional to or different from those provided as part of the school's medium term planning. The class teacher remains responsible for working with the child on a daily basis for planning and delivering differentiated work and individual learning targets for specific lessons.

To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage.

Provision

Universal Provision

- Quality first classroom teaching
- Learning challenge extension activities
- Adaptations including workstations and visual timetables
- Letters and sounds
- Pre teaching vocabulary
- Adult support
- Differentiated curriculum
- Circle time
- Zones of regulation
- Talking partners
- Learning buddy
- School Nurse support
- Pastoral support plan
- Widget (pictures to represent words)
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Further support:

Cognition and learning

- Focused adult support (1:1 sessions on specific area)
- Access arrangements
- Precision teaching
- Small group work
- Intervention sessions

Social, emotional and mental health

- Meet and Greet
- Buddy System
- Wellbeing sessions
- Circle Groups
- Protective Behaviours
- Drawing and talking
- Lego Therapy
- Time to Talk
- Structured Lunchtime
- CAMHs
- JOGO (external)

Communication and interaction

- Expected and unexpected behaviours
- Comic Strip Conversations
- Social stories
- Speaking in sentence
- Structured Lunchtime
- NHS Speech and language therapy (SALT)- Elizabeth Parker
- Privately commissioned speech and language therapist- Anna Sellers
- SEND support services (external)
- Autism outreach (external)

Sensory and Physical

- Structured Lunchtime
- Fine motor skills work
- Occupational therapy
- Sensory circuits
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High Needs Funding

Some pupils will require a high level of provision. When the level of provision goes beyond the expected level that a school is to provide, the school can make an application for additional funds to support the pupil.

If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Provision Guidance has been put in place and reviewed at the previous levels of the graduated approach.

Further information on High Needs Funding can be found at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-information-for-professionals/Pages/high-needs-funding.aspx>

EHC Plans

An Educational Health Care plan identifies a child's special educational needs, together with health and social care provision when these services are involved. The EHC plan includes the aspirations of and outcomes for the child or young person as well as a description of their needs, barriers to learning and provision required to overcome these. An EHC Plan must be created in a person-centred way. This means that the information is written from the perspective of the child and family and it monitors the support provided to achieve the young person's outcomes. The plan, if agreed, can then be shared with other practitioners so that you only need to tell your 'story' once and practitioners do not duplicate assessments and information.

The plan may cover health and social care services alongside education, if appropriate, for the individual child or young person. An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them into training, further education and apprenticeships.

EHC plans must be reviewed by the local authority a minimum of every twelve months. These reviews must focus on the child and young person's progress towards achieving the outcomes specified in their plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

An EHC plan can be requested by school, a health or care professional or the parent.

Further information can be located:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/ehc/Pages/ehc-plan.aspx>

Staff Development

Those staff involved in SEND are:

- Special Needs Co-coordinator (SENCO)
- The Principal
- Class Teachers
- Learning Mentors
- HLTA (higher level teaching assistants)
- Learning Support Assistant

Staff have a wide range of experience and expertise. We encourage all staff to take up training opportunities, attending relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND. Training needs are identified through CPD and at whole school level through the Academy Improvement Plan. .

This year (2021-2022) Staff have received training in:

- Pathological demand avoidance
- ADHD
- Effective questioning
- Phonics
- Developing effective one page profiles and learning plans
- Using widget and post-it notes to support learners
- Speech and language
- Sensory circuits
- Autism – play buddies

Some staff have completed further training such as level 2 autism, level 2/3 SpLD, DFE funded senior mental health lead.

Last year (2020- 21) staff have received training in:

- Restorative practice
- Mindfulness and wellbeing
- Mental health and Anxiety
- Drug and Alcohol awareness
- Self-Harm
- Precision teaching
- Dyslexia
- Expected and unexpected behaviours
- Working memory
- Colourful Semantics
- Physiotherapy support
- Speech and Language
- ASD
- Comic Strip Conversations
- Lego Therapy
- Sensory Circuits
- Supporting Cognition and Learning in the classroom

Involving Parents and Children

Parents who have a concern about their child or who would like to discuss their child's SEND provision should contact the class teacher in the first instance. If concerns continue then a meeting may be arranged with the SENCo. Good communication between home and school is key to effective support so teachers and parents or carers need to talk regularly.

For children on the SEN register or receiving pastoral support, their individual learning plans (ILP) will be shared prior to whole school parent's consultations and discussed. Additionally, they will be shared with parents if reviewed at other points throughout the year.

Children with EHCP will have 6 planned meetings consisting of: 2 x parents consultations, mid-year review, annual review and 2x transition meetings (Autumn 1 and Summer 2).

Equipment and facilities:

- Visual supports
- Using ICT to record
- Using concrete apparatus
- Sensory or tools to help self-regulate
- Sloped writing boards
- A site which is accessible to wheelchair users
- A disabled toilet
- Support to communicate with families with English as a second language may be provided through translated documents or an electronic translator
- Access to advice regarding specialist equipment and adjustments to the school environment from external agencies e.g. Physiotherapist, Occupational Therapist.

Transition

Transition into the school is carefully considered. EYFS staff will visit or meet with pre-school staff, pupils and parents to ensure that we have additional support or considerations in place before pupils start in September.

Mid-year transitions are supported through a school tour, discussions with the previous school and making suitable adjustments where appropriate. Pupils are buddied up with a supportive

pupil help them settle in and become familiar with day-to- day school expectations and practices.

The Academy will liaise with transfer schools, pre-schools etc. and other additional outside agencies before a child starts at the academy. An enhanced transition plan may be implemented if necessary.

In year 6, there are PSHE lessons with a focus on transition including how to talk to new people, how to manage a timetable, what to expect ect. There are opportunities for pupils to attend additional transition days at some secondary schools. This can be discussed with the SENCo or the year 6 team.

For pupils moving up within the school, additional steps are put in place to support a smooth transition. This may include providing the pupil with a transitional booklet so they can familiarize themselves with their new teacher, classroom etc, they may visit the new teacher to develop a relationship prior to the move, visit the new classroom to familiarize themselves with the change of location. This is not an exclusive list. Further to this, all staff share key transitional information and create one-page profiles. Please discuss with the class teacher or SENCo should you have any concerns.

The role of the Special Educational Needs Co-ordinator

The SENCo at Sunnyside Primary Academy is Laura Atkinson, Who has achieved the national award for special educational needs and inclusion with the University of Northampton.

. The Special Educational Needs Co-ordinator:

- manages the day-to-day operation of the policy
- monitor and update children's provision using the assess-plan-do-review cycle.
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues by providing or directing to relevant training
- is responsible for the Performance Management of the LSA's
- maintains the school's SEN Register and Provision Map
- contributes to and manages the records of all children with special educational needs
- ensures the annual reviews for children with a EHCPs are completed
- manages the school-based assessment and completes the documentation required by professionals including external and the local authority.
- Communicates with parents and provides relevant information
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to stake holders
- liaises with other schools to share transitional information
- monitor attendance and number of exclusions
- reviews data for pupils with SEN, PP and vulnerable groups.

Activities Outside the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

- The local offer: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>
- Educational Psychology
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/information-and-support-for-families.aspx>
- Referral Management Centre for children and young people_
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/health-services/11146-children-and-young-peoples-referral-management-centre-rmc-nhs>

- Autism: <https://www.nhs.uk/conditions/autism/>
- ADHD: <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>
- Speech and Language (SALT): <https://www.nhft.nhs.uk/childrens-salt>

- Community Paediatrics: <https://www.nhft.nhs.uk/consultant-community-paediatrics>

- Children's services 0-19 <https://www.nhft.nhs.uk/0-19>

Our Attendance, Anti-Bullying and Behaviour and Exclusion policies are available from the Academy office or are published on our website. In addition to the local offer the school website has a padlet that provides signposting to parent courses, information and professionals.

The Advisory Council

Sunnyside Primary Academy has an established advisory council that currently includes:
Emma Nuttall – Trust Senior Education Advisor
Karen Rolf – Interim Principal
Parent members- Ester Stimpson, Alice Ireland and Nikki Clark-Rogers.

Laura Atkinson is the Deputy principal and SENCO . She is contactable through admin@sunnysideprimaryacademy.org or 01604 842958.

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Next Review Date: 14/05/2023