



Allhallows
Primary Academy



Stoke
Primary Academy

Allhallows and Stoke Primary Academies

SEND Information Report 2020-2021

We welcome and value all children and strive to deliver a fully accessible social and academic curriculum. We continue to adapt our systems and structures, curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

The school recognises the importance of providing information with regard to Special Educational Needs and Disabilities.

Definition of SEN

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015,p15)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010- that is ... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16)

Safeguarding of children with medical needs, SEN and disabilities

In accordance with Allhallows and Stoke Primary Academies Safeguarding policies we acknowledge that the warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including an

impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Additional measures may need to be considered when safeguarding these children. Designated Safeguarding Leads and staff need to be aware that they do not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; that children outwardly showing signs; and that communication barriers can affect their ability to communicate abuse.

Where appropriate the DSL should liaise with the SENCO to ensure that these children are monitored appropriately as part of their review of medical needs and support.

All training should make it clear to staff the range of types of abuse and be aware of procedures and the likelihood of a child suffering abuse.

Information about the policy for identification and assessment of children with SEN

Within the school academic year we monitor the progress of all children 3 times a year to review their academic progress. This is a formal process involving key staff including the class teacher, senior leadership and Special Educational Needs Coordinator during pupil progress meetings.

Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the child to catch up. Examples of extra support are booster groups for phonics, mathematics, writing, spelling, Fizzy and Clever Hands, speech and language programmes. Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these children, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

At Allhallows and Stoke Primary Academies we are experienced in using the following assessment tools: Speech link, Language Link, Dyslexia screening, Boxall Profile, Behaviour checklist, ASD checklist and ADHD checklist. We have access to external advisors for children who meet the criteria, such as the Educational Psychology Service.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a SEND provision plan and

reviewed regularly, and revised if necessary. At this point we will have identified that the child has a special educational need, as the school is making special educational provision which is additional. At this stage the child will be placed on the Special Educational Needs register and the parents will be informed.

The kinds of special educational need for which provision is made at the school

Within Allhallows and Stoke Primary Academies we can make provision for every kind of frequently occurring special educational need without a statutory assessment (EHCP), for instance Dyslexia, Dyspraxia, Speech and Language needs, learning difficulties, behaviours and barriers to learning including Social Emotional and Mental (SEMH) needs. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The school currently meets the needs of children with an EHCP with the following kinds of special educational need: Communication and Interaction ; Learning and Cognition. Decisions on the admission of children with an Educational Health and Care plan are made by Medway Local Authority.

The school's approach to teaching children with special educational needs

High quality teaching, differentiated for individual children is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. School regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered SEND Code of Practice (2015, 6.37)

Within Allhallows and Stoke Primary Academies we monitor the quality of teaching and learning provided by all teachers and teaching assistants on a termly basis. We follow the core Standards advice developed by Medway Council to ensure that our teaching conforms to best practice.

In meeting the core standards, we employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, precision teaching, mentoring, small group teaching and use of ICT software learning packages.

These are delivered through the funding provided to the school as 'notional SEND funding' and pupils who require additional support that do not have an Educational, Health and Care Plan will be assessed as to whether an application for 'Top Up' Funding is appropriate. If it is agreed with parents that 'Top Up' Funding is the best way forward, then the SENCO will apply on behalf of the school. The provision for these pupils will then be defined by their costed provision plan. These will be reviewed annually.

Support that is available for improving the emotional and social development of children with special educational needs

At Allhallows and Stoke Primary Academies we understand that an important feature of our school is to enable all children to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, circle time and indirectly with every conversation adults have with children throughout the day.

For some children with the most need for help in this area we also can provide the following: support from a play therapist or dog therapist who come into school to deliver 1:1 sessions, access to staff who have had training regarding emotional literacy, mentor time with a member of senior leadership team, individual child behaviour plan, external referrals to CAMHS, time-out space and access to our school nurse for emotional strategic support.

Children in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature age appropriately. This will usually require additional and different resources.

The arrangements for consulting young people with special educational needs about, and involving them in, their learning.

Children are involved in the learning process at all levels. Through marking, using feedback and response, they will be aware of their targets and know what they have to do to improve.

When a child has been identified with special educational needs because special educational provision is being made for him or her, the child will be consulted about and involved in the arrangements made for them as part of person-centred planning. As a consequence it is believed that the young person will take more responsibility and act with greater independence in later years.

Partnerships

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through regular consultations as required, head teacher's letters, curriculum newsletters, annual reports, and informal discussions. We endeavour to create positive links with our parents by operating an open policy. Pupils, parents and school are the core of any decision-making, individually tailored plans are specific to each child. We aim to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, notification will be communicated to parents. Parents are invited to discuss this further within school. Parents are consulted regularly at the parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School agency partners include: Education Psychologist; Community Paediatrics; Child and Adult Mental Health Service; Speech and Language Therapy; Occupational Therapy; Physiotherapy ; Specialist Outreach Services and Visual Sensory Support

Who can I contact for further information?

Mrs L Rimmer - Principal

Mrs V Butler - SENCo for both Allhallows and Stoke Primary Academies

The Principal and/or SENCo can be contacted throughout the academy day by telephoning the Academy directly.

Reporting period: 2020 - 2021	Date: 17th July 2020
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