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SEND INFORMATION REPORT

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1. What kinds of Special Educational Needs and Disabilities can be met at our Academy?

If any student in our Academy has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of Academy life.

Barriers to learning include:

- Communication and Interaction (Speech and language difficulties or Autism)
- General learning difficulties, moderate and severe and specific, and including, for example, dyslexia
- Social, emotional and mental health difficulties such as ADHD or attachment disorder
- Problems with sight or hearing, or other physical disabilities

Alternatively, your child may have a different less common disability or medical condition that causes a barrier to learning.

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2. How do we identify and assess the needs of children?

Where a need is already identified, we will aim to gather information from you, the parents/carers, other professionals and previous settings before they start their time with us. We regularly review progress, talk to parents/carers and children, and make observations on how your child is doing in class. These all help us to see any difficulties your child might have and would generally lead to informal chats first with all involved before a more formal process is started where needed.

More details can be found in the Academy SEND policy, Section 8

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3. How do we assess and provide for children with SEND in our Academy?

Quality First Teaching

Within the whole class:

The subject teacher is the first, most important person in making sure each student has the appropriate level of work and support. Teachers plan and prepare lessons with the needs of the individual pupils at the forefront of their minds. Lessons are differentiated to ensure that the pupils in the class can access the work at an appropriate level for them. Careful checking of pupil progress leads to different approaches, supported work, and use of practical equipment where needed.

All students in the Academy should be getting this as a part of excellent classroom practice when needed.

Within a smaller group:

We want all our students to learn how to be independent learners; but sometimes the teacher will find a specific or general gap in learning that needs some extra teaching in a small group in or outside the classroom. This will be with a Teaching Assistant or the teacher.

Sometimes the pupil's disability means that we need to provide a Teaching Assistant more often to help them to access what is happening in the Academy. This may occasionally be on a 1:1 basis and will enable the pupil to take part in the lesson activities with the support of the TA.

Support from outside the Academy:

In some cases, we need to work with professionals from outside the Academy. These may be from the Local Authority or from Health. We would always talk to you first before talking to any of these professionals.

More information about this kind of professional support is in the Academy SEND policy, Section 17.

What if your child has a more complex, long term need or disability?

For a very small number of children, assessment and provision may be provided through an Education, Health and Care Plan (EHCP). The following steps will lead to this:

- Parents/carers liaise with the SENDCOs to discuss whether it is necessary to start the EHCP process.
- SENDCOs can liaise with the SEPO team at ICDS to get advice regarding whether an EHCP application would meet their assessment criteria, at that time.
- If it is decided that the EHCP application process should be commenced, this is done via the EHCP Hub: https://ehchub.nottinghamshire.gov.uk/about/
- If the application is successful (ICDS have decided an assessment of the child's needs is required) then information will be gathered from parents/carers, the Academy staff and any other agencies involved.
- A decision will then be made by ICDS about whether an EHCP is needed or not.
- Either an EHCP is written with support and long/short term targets agreed or the ICDS decide that the support already provided by our Academy is sufficient to meet the needs of your child

How do we know if we are doing the best we can for your child?

- We review and track your child's progress regularly

- We talk to you and your child and listen to your views
- We take advice from and work with any professionals involved

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4. How will we support a student with special educational needs with their emotional and social development?

We want each student to make progress socially, emotionally and with their learning. We will always talk to parent/carers and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

- Social skills groups
- Reading Groups
- Literacy/numeracy interventions
- Precision teaching
- Homework club
- Breakfast club
- Emotional Literacy Support
- Small bespoke group work to support the needs of an individual

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5. Who are the best people to talk to in our Academy about your child's difficulties with learning/SEN or disability?

As parents/carers you know the child best, we want you to share any information and concerns you may have with us.

Tutor/subject teacher

The first person to talk to is your child's tutor or class teacher as they are responsible for making the day-to-day provision and for making sure that the Academy's SEND policy is followed in their classroom area.

SENDCO

Sometimes the class teacher will want to take your concerns to the Academy's SEND Coordinators (Mrs Yasmin Bowler and Mrs Ashley Whetton).

The SENDCOs are responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning and in reviewing progress. Contact with the SENDCOs or the SENDCO Assistant, Mrs Eira Buckley-Allen, can be made through the Academy's reception.

If your child has a specific learning or physical disability, and you would like your child to

come to our Academy, the best people to talk to initially are the SENDCos, (Mrs Yasmin Bowler and Mrs Ashley Whetton). They will work with you to make sure that we can meet your child's needs. You can contact them on the email address below:

senco@quarrydale.notts.sch.uk

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6. How are our staff supported and trained to meet the needs of your child?

Within our family of Academy's/schools, once each term the SENDCOs meet to discuss our training needs. The Family SENDCO organises training events across the Academy's/schools either in-house or using external providers.

The SENDCOs support all staff within the Academy and will organise whole staff and individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals.

We currently have staff who have attended training courses on the following:

- MAPA (Management of Actual or Potential Aggression)
- ELSA (Emotional Literacy Support Assistant)
- Dyslexia (including screening)
- Anger Management
- ADHD
- ASC
- Hearing Impairment
- Visual Impairment
- Moving and Handling
- Resilience
- Counselling
- Mental health
- EVAC (Evacuation Chair)
- Precision teaching
- ARNA (Anxiety Related Non-Attendance)

We always welcome parental help in identifying the most appropriate external support.

More information can be found in the SEND policy, Section 13

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7. How do we make sure your child with SEND can access our building and equipment?

Our Academy is committed to making reasonable adjustments wherever possible. This may

include:

- Contacting the local authority to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every student's needs
- Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service team to assess needs and provide advice and/or equipment.

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8. How will we involve you in your child's progress, provision in the Academy and how you might help at home?

We want parents to feel fully involved in every stage. Sharing information is vital and will be done through

- Regular, more formal contact to discuss progress, including parent's evenings, additional review meetings with key staff or SENDCOs and written reports
- Informal conversations or phone contact and an invitation to come into the Academy if needed if something arises between more formal meetings
- Sharing ideas about how you can help your child at home
- Information for parents/carers that you can access on the Academy's website and the Academy's social media pages.

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9. Who will listen to your child and make sure their views are considered?

All students are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEND, in addition there will be times to talk with a member of staff.

This will happen informally during, or at the end of supported work with a teacher/TA/Pastoral Support Officer (PSO), or at other times when the child feels they need to talk.

More formally, it will happen during review meetings where there will be an opportunity for your child to share their views and feelings.

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10. What should you do if you have concerns about how your child is supported?

Where appropriate, the first person to speak to is the subject teacher or tutor. Occasionally you may need to speak to the SENDCO or SENDCO Assistant, directly. We always try to resolve any concerns as soon as they are raised.

Should it be difficult to resolve concerns, the more formal process outlined in our Academy's Complaints Policy should be followed.

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11. What support is available for you as a parent of child with SEND?

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school. The SENDCO will give you information we have available in the Academy but in addition, the Local Authority Local Offer Website Notts Help Yourself website provides links to all of these organisations across the authority.

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12. How are parents/carers and children with SEND supported during transition times?

We understand that special preparations may be needed when students with SEND will be starting at a new setting, moving between classes or Academy's/schools, or when they move into adult life. The Transition Co-Ordinator aims to make this as smooth and reassuring as possible through:

- careful planning with the next setting
- sharing of information with parents/carers including the opportunity to meet new staff before the move
- additional visits to the new setting
- primary school visits prior to starting the Academy
- transition booklets prepared in the Academy with your child providing information for the next setting
- information available on the Academy's website

For more details see the SEND policy section 4.

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13. What else is available locally for your child with SEND?

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in our Local Authority area on the Notts Help Yourself website