

# Old Bank Academy SEND Report

Reviewed and up-dated with parents Jan 2021

We believe it is the right of every child to have access to an education where barriers to learning are minimised.

We strive to enable every child to have access to a broad and balanced curriculum whilst providing opportunities for specific specialist support to meet the needs of the individual. We believe parents to be the experts where their children's needs are concerned and place pupils and their parents at the centre of our approach. Any child may have Special Educational Needs (SEN) at some point during his/her school career and those pupils are, as far as practicably possible, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school, including the extended curriculum (such as school trips and before- and after-school clubs). The Special Educational Needs Code of Practice 2014, makes it clear that all teachers are teachers of pupils with special educational needs and that quality teaching in the mainstream classroom alongside their peers, is the first stage in provision for all children with special educational needs.

## 1. What kind of SEN needs are provided for at Old Bank Academy?

Children and young people with SEN may need extra help because of a range of needs. Paragraphs 6.27 - 6.35 of the 0-25 SEND Code of Practice set out four areas of SEN, all of which are provided for at Old Bank Academy:

### Communication and Interaction

-where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

### Cognition and Learning

-where children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

### Social, emotional and mental health difficulties

- where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

### Sensory and/or physical needs

-children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

## 2. How do we identify that a child has additional needs?

### EARLY IDENTIFICATION

Early identification of pupils with Special Educational Needs is a priority. On entry to the school, each child's aptitudes and abilities will be assessed, and as the children continue through school, the school will use appropriate screening and assessment tools to ascertain pupil progress. Whether or not a pupil is making appropriate progress is seen as a significant factor in considering the need for additional provision.

Assessment data considered will include:

- information from parents
- evidence obtained through teacher observation and assessment
- the child's performance in National Curriculum subjects
- standardised screening or assessment tools providing reading, spelling and mathematical ability ages
- records from pre-school/ nurseries or previous schools
- reports from external agencies, such as Educational Psychology, Occupational Therapy, Kirklees specialist outreach services, Speech and Language Therapy.

1) If you have concerns, please arrange a meeting with your child's class teacher to discuss your concerns, who may then arrange a meeting with the Special Needs Co-ordinator (SENCo)

2) Contact the SENCo directly. The SENCo is Miss Amy Taylor and she can be contacted via the school office on 01924 495790

3) Contact the Headteacher or the Governor responsible for SEN. The SEN governor is Andrew Eastwood and he can be contacted via the school office on 01924 495790

## 3. How are parents consulted and involved in their child's education?

- Parent opinions are important to us.
- Parent views are an integral part of SEN reviews.
- Daily communication can take place with parents' via a text message system and conversations after school.
- We have three parents' evenings each academic year and interim meetings to help children who are not making expected progress.
- Parents are empowered through parental information sessions. These are held by each year group every half term and offer support to enable parents to work with children at home.
- Additional meetings are held with parents of children with special educational needs to discuss the best ways of helping pupils.
- A full time parent support worker supports parents.
- Parent feedback is encouraged

## 4. How are young people consulted about their own education?

- Young people's opinions are important to us.
- Young people's views are an integral part of SEN reviews.
- Children are able to discuss their strengths and successes as well as their areas for development and aspirations
- Children regularly use self-assessment to assess their own progress

**5. What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?**

**Procedure: The Graduated Approach of Additional Need Provision at Old Bank.**

**Step 1 - Special Education Needs Support - SEN Support**

School use assessment procedures to highlight pupils who may have a Special Educational Need (SEN). These pupils are able to access help - called SEN support - from school. SEN support is part of what is known as the 'graduated approach'. The four stages of SEN support are



**Assess • Plan • Do • Review**

**Assess:**

Your child's special educational needs will be assessed by staff in school and by outside agencies (where appropriate), so that we can provide the right support. This will be reviewed at least termly so that the support provided continues to meet your child's needs. It might mean school (with your consent) request advice and further assessment from outside agencies.

**Plan:**

The class teacher, working alongside the SENCo, will, with parent involvement, plan the outcomes that the SEN support is intended to achieve (in other words, how your child will benefit from any support they get). We will work together to decide on the provision and review date. School will then monitor this, so that we can check to see how well the support is working and whether the outcomes have been or are being achieved. Any interventions or support programmes planned for a child will be informed by the advice from the specialist professionals, where relevant and again, is likely to involve differentiated small group work or 1:1 support both in class and in quieter teaching areas around school.

**Do:**

School will put the planned support into place. The teacher remains responsible for working with your child on a daily basis and monitoring provision.

**Review:**

The SENCO and any support staff or specialist teaching staff involved in providing support, will work closely to track your child's progress and check that the support is being effective. The support your child receives will be reviewed at a SEN review meeting or at parents evening. Staff and parents can then decide together if the support is having a positive impact, whether the outcomes have been, or are being achieved and if or how any changes should be made. This is funded through the notional budget.

**Step 2 - Education, Health and Care Plans -EHCP** Where concerns remain and only limited progress is made despite sustained intervention, the school, with advice from outside agencies, will consider requesting an Education, Health and Care Plan (EHC Plan). The EHC Plan will set out in detail the child's strengths as well as areas of need and detail the provision for that child in the areas of education, health and social care.

**6. What arrangements are made to support children moving between phases of education?**

- Relevant transition forms are completed and sent to the next classes and relevant secondary schools.
- Transition meetings are held with new schools and with parents where necessary.
- The SENCO can arrange additional transition arrangements for SEN children if necessary.
- External agencies work closely with us to prepare children for secondary transition.
- Within school, children are given additional transition time if this is appropriate
- Photographs are used to prepare children for the following year.

**5. What range of provision is available at Old Bank Academy to support children with additional needs? What adaptations are made to the curriculum and the learning environment of pupils with SEN?**

**ALL pupils will access:**

- High quality teaching and learning
- Full time education in class, with additional help and support from the Class Teacher or Teaching Assistant, through a differentiated curriculum and resources.
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- After school clubs and educational visits

**Some pupils with additional SEN needs will access:**

- Targeted group interventions and support matched to need working with a Teacher or a Teaching Assistant in the classroom or in a quieter area in school using differentiated teaching styles
- Appropriately differentiated choices of texts and topics to suit the learner;
- Extra time given for learning
- Access arrangements for tests and or examinations;
- Personalised progress tracking, assessment of need and target setting
- Use of IT to support learning if applicable
- Access to flexible working groups
- Access to additional adult support for specific learning activities
- Advice from specialist outside agencies.

**A few pupils with complex or significant needs will access:**

- Personalised timetable and curriculum
- Access to evidence based specialist programmes
- Access to specialist services and therapists
- Adult support in one-to-one or small group learning tasks
- Personalised learning strategies and plans

**6. When will you have the opportunity to discuss your child's progress?**

<u>Stage of SEN</u>	<u>Frequency</u>	<u>Who may attend?</u>	<u>Parent's Views</u>	<u>Pupil's Views</u>
Child with an EHCP or Statement	At least 2 termly reviews plus an Annual review.	Parents, teacher, support staff, SENCo, a Kirklees SENDACT officer, outside agencies	- review meeting questionnaire -contributing to the meeting -parents evening	-completion (with staff) of the All about Me questionnaire prior to the meeting
Child with SEN Support recorded on a Kirklees My Support Plan (MSP)	Autumn & Summer term at a review meeting; Spring term at parents Evening. The class-teacher & SENCo may also meet to review pupil progress.	Parents, teacher, support staff, SENCo, outside agencies	discussions - informal discussions with the class teacher	

## 7. What Specialist Services and expertise are available for pupils with Special Education Needs at Old Bank?

School commission extra support from a Local Speech and Language Therapist and the Educational Psychology Service.

We have Thrive-trained staff who lead social and emotional groups as well as providing one-to-one counselling and mentoring where necessary.

We can refer to the Kirklees outreach services for ASD (Autistic Spectrum Disorder) and SLCN (Speech Language and Communication Needs) and to the Educational Psychology Service.

Currently school can refer to the school nursing service and some Social, Emotional and Mental health support services delivered by CHEWS and CAMHS; however, for most NHS services, parents will need to seek a referral through their GP.

## 8. What support is available for improving the social emotional and mental health of pupils with Special Education Needs?

At Old Bank pupils are well supported by:

- An anti-bullying policy, a growth mindset ethos and positive behaviour policy.
- Programmes to support social, emotional and mental health such as anger management, self-esteem building etc - as and when appropriate, usually delivered in small groups that have access to our Rainbow Room Intervention Provision.
- Access to the Thrive Programme delivered by trained staff
- Targeted support for individual pupils (bereavement, family issues, friendship/peer group issues)
- Circle time
- School Council
- Positive, trusting relationships built with at least one adult in school who takes the role of a key support staff
- School commissioned Attendance officer, Speech therapist and services from the Educational Psychology Department
- Specific assemblies and activity weeks.

## 9. What support services for parents of pupils with special educational needs are available?

**Kirklees Information Advice and Support Service (KIAS)** is a statutory service provided at "arms length" from Kirklees Local Authority (LA) and is based in Dewsbury Town Hall, Dewsbury. The service is free and totally confidential. They offer support to young people and parents and carers of children who have already been identified as having special educational needs. They also support any parents or carers who are concerned that their child may have special educational needs. They work with all individuals and services involved.

Telephone: 01484 225422 Email: [kias@kirklees.gov.uk](mailto:kias@kirklees.gov.uk)

## 10. What support is available for pupils who will transition to a new school?

When a child identified with SEN, is due to transfer to another setting, the SENCo works with parents and teachers to ensure a smooth transition; this may be through sharing appropriate information or through inviting staff from the new school to attend review meetings. School may complete a transition project with your child following advice from outside agencies.

## 11. How does school evaluate the effectiveness of the provision made for pupils with SEN?

Impact tracking is completed at termly monitoring meetings and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN termly and to the Governing Body.

## **12. Where can I find the Kirklees Local Offer?**

Kirklees Council's Local Offer tells parents how to access services in their area and what to expect from these services and is available at <http://www.kirkleeslocaloffer.org.uk/>.

Colleagues from the Local Authority can be contacted on: [LocalOffer@kirklees.gov.uk](mailto:LocalOffer@kirklees.gov.uk)

The above link relates to the Kirklees Local Offer which gives children and young people aged 0 - 25 years with special educational needs or disabilities, and their families, information about what is available in Kirklees across education, health and social care.

It covers:

- SEN support in nurseries and schools;
- Health and social care;
- Choices for school leavers;
- Support for parents and carers;
- Income and benefits;
- Things to do where you live.

It is more than a directory of services. It brings everything together in one place.

There is a guide for parents and carers on the Department for Education website which explains SEND more and what this means for parents and schools. The guide (first published on 15th August 2014) can be accessed on this link:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

**If you require any further clarification on any of these points, or, have any further questions, please do not hesitate to contact your child's class teacher or the SENCo.**

There are a number of ways you can contact us:

**\*In person:**

Should you wish to speak to a member of staff or the SENCo, Miss Taylor, you are welcome to ask your child's class teacher at the end of the school day, contact school or call into Main Reception to book a mutually convenient time.

**\*Letter (via your child or in the post):**

Old Bank Academy  
Taylor Hall Lane  
Mirfield  
WF14 0HW

**\*Telephone:**

01924 495790