

# **SEND Information Report and School Local Offer 2017-18**

Welcome to the Bluecoat Primary Academy's SEN Information Report for learners with Special Educational Needs and Disability (SEND). All governing bodies of academy schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for students with SEND.

## **What kinds of Special Educational Needs does the academy make provision for?**

Bluecoat Academy Primary is proud of its diversity. It places great emphasis on its unique and varied community of learners. Everyone, regardless of faith, ability, ethnicity or background is valued and nurtured.

We cater for students in the four broad areas of need:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Communication and Interaction
- Sensory and Physical needs

Bluecoat Academy Primary has a comprehensive Inclusion and Disability Policy, which is regularly reviewed and incorporates advice and procedures recommended by Nottingham City Local Authority (LA). The academy has a historically close relationship with the LA and this collaborative partnership has developed our inclusive ethos further.

## **How will the curriculum be matched to my child's needs?**

In the spirit of the SEND Code of Practice we support the idea that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Teachers differentiate their planning to enable all students to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups within the classroom to aid them in accessing the work. Teaching staff may also lead small group interventions. Occasionally it is appropriate to offer separate group or one to one interventions away from the classroom.

## **How will I know how the academy supports my child?**

Students on roll at Bluecoat Academy Primary with Special Educational Needs (SEN) are recorded on the academy's Inclusive Education Register (IER). The register identifies individual students, highlights their specific needs and ensures their progress is carefully monitored. The register is the responsibility of the SENCo. The SENCo has the responsibility of updating and sharing information from the register with parents and those professionals working within the academy.

Working together, the class staff and SENCo seek to identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and previous nursery and school settings prior to the child's entry into the academy.

Additional students are added to the register when:

- Information from outside agencies is recorded and shows that students require additional support
- Phonics Screening Test results are analysed
- End of Key Stage 1 and 2 results are analysed
- Individual diagnostic assessments are used for specific students where there needs to be more clarity around their specific need e.g. dyslexia screening
- Individual teaching staff identify students from classroom work, observations and on-going assessment.

Parents are informed in writing if their child is placed on the IER, and can expect regular feedback from class staff and more formal discussions through parent's evenings and reviews.

All Statements of Special Educational Needs or Educational, Health and Care (EHC) Plans are reviewed at least annually. This gives the opportunity to consider whether the Statement or EHC Plan is still appropriate and to review the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary.

#### **How are decisions made about how much support my child will receive?**

We use our professional judgement to ensure that the funding is distributed to have the greatest impact on our students with SEND. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the academy and ensure this clarity allows all staff to understand the allocation of resources and to assist in their decision making process.

The majority of SEND funding is spent on additional support staff. The bulk of this funding comes from the central academy budget, with additional funding provided by the Local Authority 'top up' for students with high level needs. Specialist equipment and resources are considered on an annual basis and appropriate funding requests are submitted to the academy. Additional resources can be requested or bid for from external agencies but these resources are finite and dependent on specific criteria.

#### **How will I know how my child is doing?**

Your child's progress and attainment is shared with you in a variety of ways, including:

- Through informal daily contact with the staff in your child's class
- A home/school communication book
- Parent's evenings
- SEN Reviews
- Annual reviews for Statements and EHC plans
- Annual and termly reports

Bluecoat Academy adopts an open door policy and parents are welcome to telephone to make an appointment with the class teacher, SENCo or Head teacher at a mutually convenient time to discuss any aspect of their child's education.

### **What support will there be for my child's overall wellbeing?**

The academy has a variety of ways of supporting your child's wellbeing.

These include:

- a safe and calm environment with structured and organised learning opportunities
- opportunities for pupil voice to be heard via the School Council
- each teacher has a knowledge and understanding of students in their care
- teaching assistants may offer additional support to specific individuals or small groups who need more emotional and/or social support via verbal explanations, visuals and/or social stories
- behavior support strategies including in-class support or advice from SENCo
- access to social skills groups (Circle of Friends for example) and lunchtime clubs such as Playbuddies
- lunch time support
- in-school interventions which may include 1-1 or small group work with our teaching assistants, SENCo and/or Family Support Worker
- signposting to external agencies to support the wellbeing of the child, such as a referral to CAMHS
- student's medical needs are addressed in accordance with the statutory guidance on supporting pupils in schools with medical conditions, and medicines are administered in line with the academy's Medicine policy
- students who have specific medical needs will have a Health Care Plan

We recognise that parents and/or carers know their child the best and encourage you to contact the class teacher, SENCo or Headteacher if you have any concerns.

### **My child has a medical condition, how will their needs be met?**

Staff who administer medicine complete training provided by an appropriately registered body and follow DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014

### **How accessible is the school environment?**

At Bluecoat Academy Primary we are fortunate to be housed in newly built premises, which are fully accessible. There is levelled access to all areas of the school on the ground floor, with a lift alongside the stairs to access the first floor. There are several disabled toilets on both floors, one with hoist and changing facilities. We currently have one disabled parking space in front of the school's main gates.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

We have a positive approach to behaviour management with a clear behaviour policy that is followed by all staff and students. Every lesson, every student has the opportunity to receive Marvelous Me Marks from the teaching staff. Points are recorded on the Marvelous Me website. This enables staff to identify students who may be falling behind their peers, to investigate and to address the reasons for this.

There are consequences for poor behaviour, which are outlined in the academy behaviour policy. As well as losing rewards, students can receive sanctions such as additional work tasks, loss of play time, detentions, isolation from class or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

Attendance is monitored by non-teaching staff in school who liaise with parents, teaching staff and externally the local authority education welfare officer. In their work to increase attendance they can support parents/carers to manage the issues surrounding their child's attendance at school and can support with outside agencies coming into school.

The education welfare officer helps parents/carers manage their child's attendance at school; oversees legal action against parents/carers whose children do not attend school; helps liaise with outside agencies that can support families in more difficult situations.

The class teacher, SENCo and members of the Senior Leadership Team (SLT) work with students when their learning is affected by their behaviour, providing emotional support, signposting to sources of guidance and advice, liaising with external agencies, overseeing action plans, arranging alternative provision.

The class teacher, SENCo and members of the Senior Leadership Team (SLT) work with students whose behaviour is affecting the learning of other students, to help them develop skills for understanding and managing their emotions, social and mental health for supporting learning at school.

Figures for exclusion of young people at Bluecoat Academy are significantly below national averages and it is seen very much as a last resort. Students are supported back into school by staff following any period of exclusion. For students with SEND senior staff will liaise carefully with the SENCo and will make a decision with regard to any SEN the student may have. A decision to exclude a student with SEN is always taken very carefully indeed and will be the last resort after alternatives have been tried and failed.

#### **How will my child be included in activities outside the classroom, including school trips?**

Wherever possible we will endeavour to include all children in all activities regardless of whether they take place in or out of school. Pupils' safety will be considered at all times in any decision making processes regarding this.

Each term we consider the accessibility needs of our whole environment within a Health, Safety and Security Policy. There are child specific risk assessments carried out linked to individual children with SEND.

In addition to this, in all we do, we consider the needs of our pupils with SEN alongside all pupils e.g. visits, trips, access to additional activities/experiences. In this way we attempt to ensure that pupils with SEN are not treated less favourably than others.

#### **What training are the staff supporting SEND given?**

An on-going programme of Continuing Professional Development (CPD) training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for students with SEND.

Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND. Teaching staff seek support and guidance from the SENCo as required.

The academy also seeks advice and guidance from the local authority's support services (Educational Psychologists, Learning Support Team, Autism Team, Physical and Sensory Team, Behaviour Support Team) and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

### **What specialist services and expertise are available at or accessed by the school?**

Local Authority Provision that can be accessed through school:

- Educational Psychology Service
- Sensory Service for children with visual or learning needs
- Ask Me, Parent Partnership Service
- Learning Support Team
- Autism Team
- Behaviour Support Service

Health Provision that can be accessed through school:

- SALT (Speech & Language Therapy Service)
- School Nurses
- Occupational Therapy
- Physiotherapy
- CAMHS

### **Who can I contact for further information or if I have concerns?**

If you have any concerns around your child's progress or attainment then speak to your child's class teacher. The SENCo is Mrs Sarah Skov and can be contacted on the school's main telephone number 0115 9002700. Also, the Headteacher Mrs Shaw will be happy to arrange a meeting at a mutually convenient time to discuss your concerns further.

### **How will staff support my child when joining Bluecoat Academy Primary or transferring to a new school?**

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

All children with SEN are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. We liaise closely with the Early Years Special Educational Needs Team (formerly Portage) to identify children who will join our school. We make visits to the Early Years settings when appropriate and carry out home visits. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets.

When children leave our school to transfer to secondary school we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the child to have a few sessions at their new school whilst staying with us so their integration is planned in smoothly and properly.

**Where can I access further information?**

Parent Partnership: [www.ppnotts.org.uk](http://www.ppnotts.org.uk) - guidance and impartial information, advice and support

National Association of SEN: [www.nasen.org.uk](http://www.nasen.org.uk)

Department for Education: [www.dfe.gov.uk](http://www.dfe.gov.uk)

Information on Nottingham LA's Local Offer can be found on the local authority's website: [www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

Information on Nottinghamshire's LA Local Offer can be found on the local authority's website: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.