

Silver Springs Primary Academy

SEN INFORMATION REPORT 2021

A child with a Special Educational Need or Disability (SEND) requires educational provision, which is additional to, or otherwise different from the provision made generally for children of their age in school. At any point in their school life, a child may have a Special Educational Need.

This may be:

A significantly greater difficulty in learning

Or

A disability which prevents or hinders them from making use of educational facilities.

Special Educational Needs and provision for that need can be identified in four broad areas:

- **Communication and Interaction** for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and Learning** for example, dyslexia, dyspraxia
- **Social, Emotional and Mental Health** for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical** for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Many children have difficulties that fit clearly into one of these areas, some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Working within the guidance provided by the Special Educational Needs and Disabilities Code of Practice 2015 and The Children and Families Act 2014, we seek to ensure all children can shine no matter what additional needs they may have.

The following questions and answers outline our approach:

1. How does the school know if my child needs extra help?

We know if a child needs extra help if:

- Teacher, parents/ carers or child raise a concern.
- Limited progress is being made over time.
- There is a change in a child's progress or behaviour.
- A child's attainment is significantly lower than that of their peers starting from the same baseline
- The attainment gap between the child and their peers does not diminish
- The attainment gap widens

2. How will the school inform me about my child's attainment and progress?

In the Autumn term, your child's class teacher will provide you with a written copy of your child's targets for the year. In the Spring term, you will receive a Mid-Year Progress Report, which will tell you if your child is on track to meet their end of year targets and in the Summer term, you will receive your child's full Academic Report.

3. What should I do if I think that my child has Special Educational Needs?

Your child's class teacher should be your first point of contact for any concerns

You can also speak to our Special Educational Needs Co-ordinators (SENCOs) Miss Mulligan and Mrs Clarke.

4. How can I let the school know that I am concerned about any area of my child's development?

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We hold twice yearly parent partnership meetings; the first is in early November and the second in early March, where the teacher will meet with you to share details of your child's achievement this is a good time to discuss any concerns and ask any questions.

EYFS parents can also see their child's achievements and leave messages for the teacher through our SEESAW app. KS1 and KS2 parents can check on achievements and leave direct messages for the teacher using our Class Dojo app

5. How will teaching be matched to my child's needs?

Each child's learning is planned by the class teacher and delivered through Quality First Teaching which is differentiated to meet individual needs. If additional support is needed, we follow a graduated approach cycle of Assess, Plan, Do, Review.

Some children may need additional support within the classroom, this may be provided by a Teaching Assistant or the Class Teacher in a small group. There are times when some children may require specialist teaching in maths or literacy. This will be provided out of class in the form of an evidence-based intervention, which will be delivered by either our Every Child Counts teacher, Mr Buckley or our Every Child a Reader teacher, Mrs Couper-Barton. Alternatively, a shorter intervention may be required, which may be delivered by one of our specially trained Teaching Assistants.

Children requiring additional support with communication, speech and language will be assessed by our Speech Therapist and will receive tailored individual or small group interventions delivered either by Mrs Brayshaw, our Special Needs Support Assistant. Other interventions are mainly delivered out of the class by trained teaching assistants in the form of targeted support groups.

Additional equipment may also be provided to help children to work independently in class e.g. writing slopes, pencil grips, iPads, concentration screens, visual timetables etc.

We make use of reading volunteers to give some children an extra boost with reading.

For those children with complex learning needs, we offer alternative specialist teaching in The Oasis for all or part of the day. The Oasis is led by our SENCOs supported by four other teaching assistants. The provision in the room provides space for working as a part of the group or 1 to 1, as well as areas of continuous provision for the children to access according to their own interests and preferences. Enhancements within the curriculum enable us to deliver a curriculum based on meaningful and stimulating experiences and learning is personalised and objective led.

For children who are experiencing significant emotional difficulties a range of support is provided, which may include: alternative rest-time provision, social group work, 1 to 1 support, Play Therapy, Family Therapy, Messy Play, Emotional Literacy etc.

6. How is my child's progress monitored?

Each half term teachers must submit their Teacher Assessments to the Principal and Core Subject Leaders. Following this, progress meetings are held by the Principal or senior leaders in conjunction with the SENCO and class teacher. The progress of every child in school is discussed at these meetings and this is where further assessments or specific interventions may be requested.

Interventions are monitored and outcomes are evaluated to inform future planning. Outcomes for Every Child Counts and Reading Recovery are validated externally. Speech and Language programmes are also monitored by the Speech Therapist and moderated by a supervisor.

If a child is not making sufficient progress as a result of interventions external assessments or referrals may be sought and an individual learning plan put in place with specific targets. Individual Learning Plans are monitored

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with parents through termly Pupil Centred Review meetings.

The progress of children who are Looked After is monitored through termly Personal Education Plans (PEPs).

7. How will you support me to help my child?

Class teachers will be able to suggest strategies to try at home. Additional activities may be given to support your child with learning at home. The SENCO and specialist teachers will be able to provide you with specific advice and guidance including directing you to websites and online programmes and apps. The school website also has useful links to a variety of useful resources for parents.

If your child needs assessment or support from outside agencies as well as seeking your agreement for this, the SENCO will talk you through the process and you will have the opportunity to meet with the external provider e.g. the Educational Psychologist or Speech Therapist so that they can give you their specialist advice.

Parents will be advised about independent parent support both locally and nationally for parents of children with Special Educational Needs or Disabilities.

The school also employs a Family and Community Engagement Co-ordinator, Miss Hadfield, who will be able to offer you support with a whole range of related matters and who will be happy to attend meetings with you.

The school seeks to support parents with understanding the curriculum through parent workshops and making training opportunities and talks available e.g. Parent Gym, TA training, Reading Workshops and so on.

8. How will you support my child's overall wellbeing?

The school has a curriculum in place for Personal, Social, Health Education, all children take part in weekly timetabled lessons. Class Dojo supports well-being by recognising and rewarding positive behaviours and improved behaviours. For those children who require more support with conduct or learning behaviour the school can provide Beyond Dojo Books, which enable teachers and parents to work together to support improvement.

Where behaviour is a significant barrier to learning an Individual Behaviour Plan will be put in place. The school works closely with IntraQuest and other agencies to support children's emotional health and well-being. School staff at all levels have had training in Attachment and Adverse Childhood Experiences (ACEs). There are also Talking Points available in two areas in school where children can find a member of the Pupil leadership Team to talk to.

Alternative provision is made for children who find unstructured times challenging. Pastoral and nurture groups are provided as needed by support assistants.

The Principal and Senior leaders as well as the Family Co-ordinator make time to see children and parents with any concerns about well-being e.g. bullying.

A range of after school clubs are made available to children from Year One upwards and teachers provide additional support and clubs at lunchtime.

9. How will you support my child's medical needs?

A child with medical needs will need a medical care plan drawn up in conjunction with parents and external agencies where necessary. The school works closely with Occupational therapists, Physiotherapists, Paediatric Consultants, the school nurse and other specialists to meet a wide range of children's needs.

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The Catering Manager is happy to work with Nutritionists / Dieticians to meet individual children's dietary needs too.

The school has named Paediatric First Aiders and Basic First Aiders and the school has a policy for administration of medication.

A number of staff are trained to use the school's defibrillator and staff have received specialist training from specialist providers e.g. epi-pen, asthma, diabetes, epilepsy etc.

10. What specialist services and expertise are available or accessed by the school to meet my child's needs?

Staff are trained in the following:

- Behaviour management and Attachment Disorder.
- We have highly skilled specialist teachers for Reading Recovery and Numbers Count.
- EYFS staff have high levels of Speech and Language Training.
- Specialist Teaching Assistants have training in a number of Wave 1 & 2 interventions: First Class@ Number, Success with Sentences, Boosting Reading, etc.
- SEND Staff have received training in ADHD, Dyslexia, Autistic Spectrum Conditions
- SENCO is experienced in assessing cognitive development and QB testing.
- The special needs support assistant is qualified to assess for Scotopic Sensitivity.
- The Family Co-ordinator and Principal are trained in identifying Child Sexual Exploitation, Fabricated or Induced Illnesses and other issues relating to Child Protection.
- All staff are safeguarding trained and PREVENT duty trained.
- SEND staff have had Manual Handling training.

Links with Specialist Services

Speech and Language therapists

Play therapists

Global Policing Mentoring

CLASS

Educational Psychology

Optician

Children's Social Care

School Nurse

Occupational therapist

Physiotherapist

Continence Team

Community Paediatrician

Sensory Service

Healthy young Minds

11. How accessible is the school and how will my child be included?

Building Accessibility

There are two disabled parking bays adjacent to the school building.

Disabled ramp access is provided to the playground. All external and internal doors and corridors meet DDA regulations.

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There is one disabled toilet and two ambulant disabled toilets on the ground floor. Each of the children's bathrooms in EYFS and Middle Years have disabled access cubicles. A lift provides access to first floor classrooms and an emergency refuge and Evac-chair are provided in case of fire evacuation.

All children with specific sensory or physical needs have Personal Evacuation Plans. Visual and sounder alarms are provided when necessary.

There is a Hearing Loop in the Hall.

There is a Hygiene Room in EYFS.

Educational Visits

All trips, visits and activities are available to all children regardless of ability or physical impairment. Risk Assessments are carried out for all education visits and include individual provision as necessary. 1 to 1 support is provided as necessary – parents are encouraged to take part in trips with their children.

12. How will the school prepare my child for transitions e.g. high school, new school, new class?

By gaining a full understanding of your child's needs throughout their time at our school, we are able to ensure this is passed on at transition points. In the 2nd Summer Term class teachers meet to with your child's next teacher to ensure needs are catered for.

Parents are invited to meet the new teacher at key transition points throughout the school and in Year 6, children will be given opportunities to visit their allocated high school. Most high schools visit the children at Silver Springs also. Often transition books are completed to summarise important information about your child going to the next phase in their education and all your child's records will be transferred to high school electronically.

For children who, need extra help photo books can be made to show your child what the new class or school will be like.

13. How can I expect to be involved if my child has Special Educational Needs or Disabilities?

The SEND Code of Practice 2015 provides for a clearer focus on the views of parents in decision making. If we think your child has a Special Educational Need or Disability, we will meet with you and with your child's class teacher and the SENCO. Your child's class teacher and SENCO will keep you informed about the involvement of any specialist services.

You will also be invited to termly Person-Centred Review meetings (known as 4 plus 1 meetings) with specialist services, our SENCO, class teacher and where appropriate your child.

We recognise that the most important people in a child's life are their parents. You know your child best of all, what you as parents think, feel and say is important! We will listen to you and fully involve you in decisions that affect your child.

14. Who can I contact for further information?

In school, your child's class teacher is your first point of contact. You can also contact the SENCOs - Miss Mulligan or Mrs Clarke; Family and Community Engagement Co-ordinator-Miss Hadfield; your child's Phase Leader Mr Gladwell (EYFS), Mrs Hmami (Middle Years) Miss Chambers (Upper Years) or the Principal, Mrs Mason.

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The local authority is a good source of information about provision for children and the families of children with SEND. This information can be found at: <http://www.tameside.gov.uk/localoffer>
The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offer impartial, confidential and free support. They can be contacted on: 0161 342 3383 with information provided at: <http://www.tameside.gov.uk/sendiaass>