

Special Educational Needs Information Report

September 2017



The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

1. The kinds of special educational needs that are provided for

TIMU Academy Trust provides support for the following special educational needs;

Communication and Interaction disorders -including Autistic Spectrum Disorder (ASD)
Social, Emotional and Mental Health- including Attention Deficit Hyperactivity Disorder (ADHD)
Speech and Language Difficulties- including dyslexia and dyspraxia
Moderate Learning Difficulties
Physical, Hearing , and Visual Impaired

2. The name and contact details of the SENCO and further contacts where parents/ carers may have concerns

Mrs Lauren Gilmour - SENCO
01795 472578
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Mrs Tracey Draper – SEN assistant
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3. Policies for identifying children and young people with SEN and assessing their needs

There are a number of assessment methods used by the academy trust to accurately identify and assess pupils' needs. Examples of assessment methods carried out by academy staff are dyslexia screening, reading and spelling tests, DASH tests, Speech Link and Language Link. However, the academy often utilises services provided by outside agencies such as CAMHS, the educational psychology team, specialist teaching service, Early Help and the school nurse – who works closely with the team to accurately identify and assess pupil's needs.
All of the information regarding the academy trust's SEN policy is available on the website.

4. Arrangements for consulting parents of children with SEN and involving them in their

child's education

Clear systems are in place to ensure that the parents/carers of children with SEN are regularly consulted and therefore actively involved in their child's education. Review meetings are held in response to statutory requirements, which include parents/carers, academy staff and outside agencies when appropriate. Parents/carers are encouraged to contribute towards the decision making process at each meeting. In addition regular letters and phone calls home are made when necessary to ensure parents/carers are fully aware of what is happening in school in terms of intervention strategies and pupil progress.

Furthermore, regular parent's evenings are held across the academy for all year groups. Parents/carers are encouraged to attend in order to review current attainment and progress and be involved in target setting for further development with members of staff. For pupils with SEN this information is also presented and discussed at their review meetings.

5. Arrangements for consulting young people with SEN and involving them in their education

Pupils with SEN have a number of opportunities to be involved in their education. They are encouraged to have an input into their statutory review meetings through identifying their strengths, areas for development and suggesting how improvements can be implemented. This can be from either pastoral or academic point of view.

Each pupil with SEN within the academy has their needs, targets and interventions detailed on Individual Learning Plans (ILPs) which are completed by their class teacher with advice from the learning support staff and the SEN team. The aim of the ILP is to identify areas of strength and development as well as setting goals for improvement. This can also be from a pastoral or academic point of view. This information is then shared with parents/carers. ILPs are regularly reviewed and updated. The academy has a system for supporting pupils in key stage 2 with their secondary school choices. This aspect is also discussed with parents/carers, academy staff and outside agencies at review meetings where appropriate.

6. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

As previously stated regular review meetings are held in line with statutory requirements, where appropriate. Both parents/carers and students are encouraged to contribute to the review meetings. Review meetings are informed and supported by the following pieces of information; whole school data capture which happens three times a year, student ILPs and feedback from academy staff with regard to attitude/behaviour/attendance. In addition, where necessary, outside agencies such as the educational psychology team, specialist teaching service, Early Help, school nurse and CAMHs are involved in the process of assessment and review.

Furthermore pupils who are accessing additional support for literacy or dyslexia, complete re - testing procedures in order to track progress and decide on alternative provision if necessary. This information is then shared with pupil, parents/carers and academy staff through review meetings, parent's evenings.

7. Arrangements for supporting children and young people in moving between phases of education

All pupils will receive information, advice and guidance to support their transition through the academy and into the next phase of their education. This aspect is also discussed with parents/carers, academy staff and outside agencies at review meetings where appropriate. Staff visit nurseries prior to transition and meet teachers/inclusion managers from secondary schools.

8. Approach to teaching children and young people with SEN

An inclusive approach to teaching and learning is promoted across the academy, through a variety of

different methods. Staff at the academy, regularly take part in CPD sessions which focus on different aspects of teaching and learning such as differentiation and assessment for learning, as well as sharing good practice to ensure pupils receive high quality provision. The SENCO ensures that all staff have the relevant information regarding SEN pupils, including practical classroom strategies. This information is presented in the form of an accurate SEN register which includes information regarding each pupil's SEN status alongside Pupil profiles. Pupil Profiles include information from the pupils, LSA, teachers and parents/carers to ensure that each pupil is appropriately supported in their learning through focused classroom strategies. This information is stored centrally and is regularly updated when appropriate, for example after review meetings. In addition SEN pupils receive effective LSA support in lessons, in conjunction with their allocated of provision. ICT such as Clicker is used to support pupils with special education needs. Multi sensory approaches are adopted by teaching staff.

The SEN department also deliver effective interventions for pupils diagnosed with a learning difficulty in the area of literacy through a number of different strategies. Data such as pupils' spelling and reading ages are also shared with the teaching staff to facilitate appropriate provision in lessons. This delivery is focused on developing pupil's skills as well as linking those skills with other subjects on the curriculum. The success of these interventions relies on a collaborative approach between the members of staff delivering the interventions across the academy and the support of parents/carers

9. How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Numerous strategies are utilised by the academy to ensure pupils with SEN can access a broad and balanced curriculum. As previously outlined each member of staff has access to accurate resources such as the SEN register and Pupil profiles as well as information gathered from CPD sessions to inform their planning. Effective LSA support is also in place across the curriculum, in conjunction with each SEN student's allocation. When appropriate pupils will receive a personalised curriculum in order for them to fully access the curriculum and individuals may receive their own work station, visual timetables and other visual supports. Pupils who experience visual stress will be provided with coloured overlays and may also require alternative coloured paper in their books.

10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Over the course of the academic year, academy staff take part in, contribute to or deliver a range of CPD sessions. These sessions focus on developing teaching and learning across the academy, centring on areas such as differentiation and assessment for learning, to ensure each pupil's needs are met. Good practice is shared and developed at such sessions to develop consistency across the curriculum areas. Furthermore, specific training in regards to SEN is delivered and focuses on areas such as ADHD and autism. Learning Assistants and Teachers at the academy have completed specific autism training and share their knowledge in this area through their input into Pupil profiles and workshops with teaching staff, as well as during lessons.

11. Evaluating the effectiveness of the provision made for children and young people with SEN

Regular evaluation of the effectiveness of provision takes place in a number of different forms. Firstly, attainment data generated through the academies data capture every half term is analysed by the SENCO and the Inclusion leader and is used to identify areas of strength and development for SEN pupils across the curriculum areas. Secondly, attendance and behaviour data is also tracked and analysed. This information then informs the SEN department's quality assurance, and is used to identify areas for further development. Thirdly, pupil voice alongside individual learning plans are also utilised to evaluate the effectiveness of the provision. Finally, this information is then used to

facilitate focused discussions at not only parent's evenings but also SEN review meetings, which involve pupils, parents/carers, LSAs as well as teacher input. This information allows for a detailed review of pupils' progress as well as designing appropriate actions for development.

12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

The academy utilises a range of teaching and learning strategies to ensure an inclusive curriculum is adopted for all pupils, for example regular focused staff training, the use of Pupil profiles and clear strategies for differentiation to provide for all pupils learning needs. Additionally, extensive pastoral support is provided for each pupil within the academy, through the community system. Pupils are placed in pastoral vertical groups which provide ideal opportunities for social interaction between pupils. Furthermore, the academy has a very clear climate for learning which staff, pupils and parents/carers are fully aware of. The climate for learning is used to promote positive behaviour and interactions between pupils.

13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Timu Academy Trust provides holistic care and guidance and social development through the pastoral system as well as teaching and learning. Each pupil within the academy is assigned to a community. Each community group within the house is vertical and therefore contains pupils from each year group, to develop social interactions. In addition to this system the SEN department also provide support for pupils with SEN. SEN pupils also have access to the nurture room at lunch time. This is a quiet space, supported by the LSAs where pupils can take part in a number of activities aimed at enhancing their social development for example taking part in board games in order to facilitate effective collaborative work.

There is also a clear climate for learning which includes both sanctions and rewards. All pupils and staff at the academy are fully aware of the climate for learning and it is used to promote positive behaviour and interactions. There is a peer support system in place where pupils are encouraged to work with different year groups to form a pupil council, there are also pupil mentors. Pupil voice is very active within the academy. Pupils report annually on their feelings about the academy and bullying through different questionnaires in addition to feedback through the Pupil Council. The completion of provision maps is utilised as an opportunity for each pupil to share their thoughts and opinions with their class teacher.

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The SENCO holds regular review meetings in line with each SEN pupils review meeting schedule. Pupils, parents/carers, LSAs as well as other professionals are invited and encouraged to attend the meetings. The meetings focus on each pupil's strengths and areas for development as well as discussing appropriate plans for further intervention.

Outside agencies such as the Educational Psychology Team, School nurse; Specialist Teaching Service, CAMHS, Social care and IFSS (Integrated Family Support Services) are contacted where appropriate for specific pupils, based on their area of need. At each stage parents/carers and pupils are involved.

15. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

There is an overarching policy for handling complaints available on the Timu Trust Academy website. However, we do strongly encourage parents/carers to either speak to or meet with the SENCO prior to this happening in order to work together to resolve issues if they arise.

16. Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Information with regard to the local offer is available on the Kent website.

www.kent.gov.uk