

Special Educational Needs and Disabilities Information Report

Updated October 2020



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 SEND**. 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 SEND Information Report must include the following information and be cross referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

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
The name and contact details of the SENDCO and further contacts where parents/ carers may have concerns
Mrs Lauren Gilmour – Inclusion and Well-Being Lead Lauren.gilmour@iwade.kent.sch.uk
Policies for identifying children and young people with SEND and assessing their needs
There are a number of assessment methods used by the Trust to accurately identify and assess pupils' needs. Examples of assessment methods carried out by SEND staff are dyslexia and dyscalculia screenings, reading speed tests, phonics assessments, DASH tests, Irlen screening and Speech Link and Language Link. However, the Trust often utilises services provided by outside agencies such as CAMHS, the educational psychology team, specialist teaching service, Early Help and the school nurse – who work closely with the SEND team to accurately identify and assess pupil's needs. All of the information regarding the academy trust's SEND policy is available on our website.
Arrangements for consulting parents of children with SEND and involving them in their child's education
Clear systems are in place to ensure that the parents/carers of children with SEND 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, Trust 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 SEND this information is also presented and discussed at their review meetings.

During this academic year, parents and carers were also consulted as part of partial lockdown as to whether their child should attend, or whether their needs could be met at home. Furthermore, parents and carers have been involved in planning for children to return where it was identified that their child may struggle.

Arrangements for consulting young people with SEND and involving them in their education

Pupils with SEND 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 SEND within the Trust has their needs, targets and interventions detailed on Individual Learning Plans (ILPs) which are completed by the Inclusion Lead, class teacher and TA. The aim of the ILP is to identify areas of strength and development as well as setting goals for improvement which can be from a pastoral or academic point of view. This information is then shared with parents/carers at parents evening. ILPs are regularly reviewed and updated.

The Trust has a system for supporting pupils in key stage 2 with their secondary school choices. This aspect is also discussed with parents/carers, Trust staff and outside agencies at review meetings where appropriate.

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 once per seasonal term (3 times a year)
- Pupil ILPs
- Feedback from teaching 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 example; literacy, speech and language, maths, or Irlens, 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 Trust staff through review meetings, parent's evenings.

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 Trust and into the next phase of their education. This aspect is also discussed with parents/carers, Trust staff and outside agencies at review meetings where appropriate.

Staff visit nurseries prior to transition and meet teachers/inclusion managers from secondary schools. The EYFS team meet with all parents prior to their child/ren starting school to discuss their individual needs so that support can be put into place as quickly as possible where it is needed.

Approach to teaching children and young people with SEND

An inclusive approach to teaching and learning is promoted across the Trust, through a variety of different methods. Staff at the Trust regularly take part in CPD sessions which focus on different aspects of teaching and learning such as ASD, speech and language and phonics, as well as sharing good practice to ensure pupils receive high quality provision.

Some SEND children receive High Needs Funding which provides additional TA support with them in class. **This TA is part of the class team and receives the same CPD and support as the teacher and class TA to maximise the support that the children can be offered. Having the SEN TA work in class means the class teacher can quickly identify the effectiveness of the provision in meeting the needs of each SEN High Needs Funded child.**

Educational technology is utilised where it is needed, such as using Clicker to support with writing. Multi-sensory approaches are used as part of our curriculum rationale. Some children utilise their own workstations to support with their learning needs or behaviour, as well as having access to coloured overlays and books where children are diagnosed, or suspected to have Irlen.

The Inclusion Lead ensures that all staff have the relevant information regarding SEND pupils, including practical classroom strategies. This information is presented in the form of an accurate SEND register which includes information regarding each pupil's SEND status alongside ILPs and /or care plans which include information from the pupils, TAs, 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.

Our recently adjusted behaviour policy was consulted on with staff, parents and children and adapted to ensure that this was flexible to adapt to the needs of our SEND children. This provides a consistent approach for all children, but it allows for the needs of our SEND pupils by giving a fresh start every day so that they can be successful at school.

Interventions are tightly matched to the needs of the children; these are tracked on the ILP over time so a full picture can be obtained to support engagement of wider agencies where this may be needed. Interventions are tracked on a termly basis to ensure they are having a positive impact on the child. The success of these interventions relies on a collaborative approach between the members of staff delivering the interventions.

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

SEND children receive the same curriculum as their peers, to ensure they do not have a diminished curriculum due to being removed from class for interventions. Where SEND children require additional support in a quiet environment, this timing varies so they do not miss the same lessons each week.

Differentiation is by support so where necessary SEND children may have more adult support, or resources to support learning so they continue to make good progress. Maths and English mastery approaches are in place across the Trust. Where a child struggles with reading, they receive a suitably matched, phonetically decodable reading book to support them and build their confidence. Some SEND children, who cannot access synthetic phonics despite focussed teaching, receive a different approach to learning to read, so that they can access the full curriculum offer.

Our Discovery curriculum delivers teaching and learning through a cross-curricular approach so that all children have the chance to learn the full offer of primary subjects, and find their chance to shine. SEND children take part in all aspects of school life such as sports competitions and can be school councillors or buddies.

The Trust is developing a forest school in 2020-2021 to offer effective outdoor learning, to broaden opportunities for all children including those with SEND. This will support emotional development, reduce stimulus and increase further the opportunities for SEND children to shine amongst their peers.

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

Over the course of the academic year, Trust staff take part in, contribute to or deliver a range of CPD sessions. These sessions focus on developing teaching and learning across the Trust, centring on areas such as specific needs (such as ASD or behaviour) or teaching approaches (such as phonics and reading). Good practice is shared and developed at such sessions to develop consistency across the curriculum areas.

There is a focus on pedagogy for 2020-2021 to upskill teachers in areas such as cognitive load, retrieval practice and mastery to ensure that all children are successfully catered for, including those with SEND.

Furthermore, specific training in regards to SEND is delivered by the Inclusion Lead and / or outside agencies. Support staff contribute to their own development by identifying areas of interest and CPD is offered where these interests match the needs of the children. CPD this year has included ACES, Irlen screening, dyscalculia, dyslexia, ASD, ADHD and so on. The partial lockdown enabled staff to have more non-class facing time to engage with online CPD. A full register of this training is held by the Personnel team.

Evaluating the effectiveness of the provision made for children and young people with SEND

Regular evaluation of the effectiveness of provision takes place in a number of different forms. Firstly, attainment and progress data generated through summative testing 3 times a year for all children is differentiated to match the current attainment level of each SEND child. This then supports the teacher assessments made and is used to aid tracking to identify any child who is falling behind or where a teacher has a concern. Every child with an ILP is discussed at least 3 times a year with the teaching team, with follow up discussions, screenings and observations in place to ensure action is taken to support children effectively. Behaviour and attendance data also contributes to the wider picture for each child.

Assertive mentoring meetings between the teacher/TA and the child throughout the year give the child and teaching staff time to discuss what the next steps for the child are, and how effective the steps taken since the last meeting have been. This pupil voice is captured and shared on the parent reports sent home.

This holistic approach to assessing the effectiveness of the provision provides information for parent discussions, SEND review meetings and wider agency referrals.

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

The Trust is 4 forms of entry in total, split into a 1 form entry school and 3 form entry school. These schools are then organised into communities which are vertically organised. Each community has a strong identity of its own; its own flag, school council, events, and lunchtime. This inclusive approach means that all children mix together throughout the day. SEND children are not isolated from their peers, nor removed from the class so our approach is to ensure that they are seen by non-SEND children as a part of their class. Where classes have children with more significant needs, the children are very supportive and inclusive of their friends.

Each community has its own staff meetings so that the community staff know and understand their children, further reinforcing the inclusive approach of the Trust since no child can be missed. The Community Leader has a pastoral approach and works closely with the Community Assistant Headteacher, Inclusion Lead and Family Liaison Officer to support the children and their families.

Three of our communities are on the ground floor level and have access to a disabled toilet. The 3 form entry school has a ramp up to the playground, ensuring safe and inclusive access for all pupils.

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 SEND and measures to prevent bullying

The communities across the Trust offer a 'zen den' at lunchtimes which offers any child access to a quiet space at lunchtime, with games and colouring, as well as the listening ear of the staff. Where children need further emotional and social development, they are given access to the lunchtime nurture group so this can be further supported by highly skilled staff to play games together.

Emotional and social interventions and support are utilised to meet the needs of the children; this includes support such as Drawing & Talking, Lego Therapy and Emotional Literacy Support. A mental health first aider has been trained, as well as several child counsellors.

The Inclusion Lead supports with policy writing and reviews so that the contextual needs of SEND children are considered. This is included in policies such as Positive Behaviour Principles Handbook (which includes behaviour and anti-bullying), the safeguarding and child protection policy and the online safety policy.

The Trust has a Community council and a Trust Parliament so that the views of all children are listened to, with children being given the opportunity to contribute to events in school and policies such as online safety and safeguarding. The annual pupil survey captures pupil voice around feeling safe in school. Additionally, the completion of one to one assertive mentoring meetings is utilised as an opportunity for each pupil to share their thoughts and opinions with their class teacher.

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 SEND and supporting their families

The Inclusion Lead holds regular review meetings in line with each SEND pupils review meeting schedule. Pupils, parents/carers, TAs as well as other professionals, where appropriate, 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 health service; Specialist Teaching Service, CAMHS and Social care are contacted where appropriate for specific pupils, based on their area of need. At each stage parents/carers and pupils are involved.

Arrangements for handling complaints from parents of children with SEND 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 Inclusion Lead prior to this happening in order to work together to resolve issues if they arise.

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.

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

The local offer provides information and advice for parents, for example in applying for and choosing a school, what to do if you think your child has SEND, transport options, SEND funding, to name a few. The school can provide information and support as outlined in this report and in the SEND policy.