

SEN Information Report – Primary

Our school ethos

At Serlby Park Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected.

We aim to develop independence, individuality, resilience and the confidence to take risks through challenging learning opportunities. Access to inspiring and motivating learning experiences ensures that all can flourish and achieve their potential. Our academy aims to be an integral part of the wider community, which values, enriches and provides diverse opportunities for all. In an ever-changing world, we aim to equip pupils with the skills to succeed and take their place as caring responsible citizens of the future.

How we identify if your child may need additional help and/or has special educational needs (SEN)

- Summative assessment takes place each term within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Summative assessment tools can provide specific targets for children to develop.
- On-going formative assessment is also used to identify specific targets and next steps.

At Serlby Park Academy we strive to successfully support all SEN pupils within our mainstream setting. We provide adapted learning, resources, and support, to meet the needs of individuals. Working with parents, children and fellow professions, the school aims to develop each pupil's potential academically, personally, and socially.

We support all needs as identified in the Code of Practice :

Communication and Interaction needs

Social, Emotional and Mental Health Needs

Physical/sensory Needs

Cognition and Learning Needs

We value all contributions from parents in helping us to best support our pupils and recognise parents as the experts on their own child. We operate an 'open door' policy and endeavour to meet regularly with parents to ensure that they feel listened to and supported.

Policies for identifying children and young people with SEN and assessing their needs:

Serlby Park Academy SEND Policy

Serlby Park Academy Accessibility Policy

Information on the Local Offer from Nottinghamshire can also be found by following this link :

[Notts Local Offer](#)

How we involve parents and carers in meeting the needs of their child and in whole school developments

- Partnership with parents is a fundamental part of our SEN practice. Parents of pupils with SEN will be kept informed at each stage of the process. The process is known as 'the graduated response'
- Parents of pupils with SEN will be invited to review and set targets with class teachers at least three times a year. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists or visual prompts, to enable them to support their child at home.
- For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologist or Bassetlaw Behaviour Partnership in order to discuss and plan additional support for their child.
- For those children with an Educational Health and Care Plan, parents will be invited to formal annual review meetings to discuss their child's progress with all professionals involved.
- In addition to this, parent evenings are held regularly, which enables parents to discuss their child's current attainment and progress with individual teaching staff. For students with SEN this information is also presented and discussed at their review meetings.

How we will involve your child in the planning and review of their support

- Children will participate in all decision-making processes, target setting and reviews by making a personal comment on their own progress. As a result, children feel confident that they are being listened to and that their views are valued.
- Where appropriate, pupils with an Education, Health and Care Plans will be given the opportunity to attend and contribute to review meetings.

How we match the curriculum, teaching and learning approaches if your child has SEN

The curriculum will be made accessible for all pupils emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

1. Setting appropriate learning challenges
2. Responding to pupil's diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Some pupils may require access to specialist equipment and adapted approaches to make an accessible curriculum. Pupils will have individual support plans (Stage 1 plans) which will be created by the class teacher in conjunction with parents when initial needs are identified. Provision will be put in place ie intervention to support initial need,

If after half a term, further support is deemed necessary due to Stage 1 intervention not improving outcomes, it may be appropriate to involve outside agencies and support from the SENDCo This would involve pupils being moved to a Stage 2 plan as part of the

'graduated response' . Outcomes are agreed and reviewed regularly by class teachers, teaching assistants and parents to ensure the child's needs are being met.

If despite regular targeted support, adapted provision and/ or outside agency involvement, additional needs continue to be a barrier to a pupil's outcomes, it may be appropriate to seek an EHCP (Education and Health Care Plan). A pupil with an EHCP would be on a Stage 3 plan as part of the graduated response. EHCP's are developed following robust advice, guidance and support from outside agencies, education, health, and parents. They are applied for through the local authority and a panel of experts will decide whether an EHCP is deemed appropriate based on evidence from all professionals and stakeholders. If agreed, an EHCP has a timeline of at least 20 weeks to be completed in draft.

How we provide additional support if your child has learning needs

Overall, pupils with SEN will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support which may be in class or in small groups or one-to-one to work on their specific outcomes.

The school also provides:

- Targeted intervention groups for SEN children
- 1:1 support if deemed appropriate
- Small group work within the class
- Small group work and 1:1 support out of class
- Thrive and SEMH support based on identified need

The SENCO regularly liaises with a range of external specialists to effectively support pupils with SEN within school.

These include:

1. Health Practitioner (School nurse)
2. Educational Psychologist
3. Speech therapist
4. Schools and families support services (SFSS)
5. Bassetlaw Behaviour Partnership (BPBP)
6. CAMHs

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

How we provide additional support if your child has social and communication needs

Pupils with SEN will be taught within classrooms alongside pupils who do not have SEN wherever this is appropriate and in the best interest of the pupils. Sometimes, pupils with SEN will receive additional, bespoke support both in class or via withdrawal in small groups, or one-to-one to work on their specific targets.

- Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.
- Referrals to outside agencies are made when it is appropriate and agency criteria is met.

- Targeted intervention groups for SEN children
- Small group work within the class
- Small group work/nurture to address emotional needs

How we provide additional support if your child has physical, sensory and/or medical needs

Some pupils may require access to specialist equipment and adapted approaches to learning, in order to access the National Curriculum. We will consult with specialist agencies to ensure that appropriate equipment and appropriate challenge is in place to allow all pupils to succeed.

For pupils with a medical need, we ensure that relevant staff are trained in supporting the needs of the child, and also that all staff are made aware of needs and how to access help and support. Care plans for pupils are created with parental involvement and reviewed annually (or amended if required)

Support for the children may include:

- Targeted intervention groups for SEN children
- 1:1 support for specific needs eg physiotherapy exercises
- Small group work within the class (with adaptations made to equipment/ work sheets/ books etc)
- Small group work to address emotional needs
- Intervention and support from specialised agencies e.g. Occupational therapy

How we provide help to support your child's emotional health and well- being

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

- An effective care and guidance team who provide pastoral support to all children (Family Support Worker and Thrive Practitioner)
- Targeted 'Meet and Greet' to ensure a settled start to the morning.
- Interventions to support pupils with SEN to deal with their anxiety/anger
- For some pupils with SEN, a support team of designated adults is identified to talk or share their concerns and to support at times of anxiety.
- Anti-Bullying Policy.
- Targeted Thrive intervention for children struggling with SEMH (Nurture support identified through assessment using Boxall Assessment and pupil voice).
- Support for children in crisis (Family Support Worker)

- Small group work within the class
- Family group support provided to siblings in school who may be vulnerable at different times due to changes in circumstances e.g. bereavement (Healthy Families Team)
- Support in the home from the school health practitioner
- Support at home and in school from the Bassetlaw Behaviour Partnership
- CASY Counselling
- Support from CAMHs

How we promote developing independence

- Overall, pupils with SEN will be taught within classrooms alongside pupils who do not have SEN.
- Pupils with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on their specific targets.
- Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

How we measure and review your child's progress against their targets and longer-term outcomes

- Summative assessment takes place termly within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Summative assessment tools can provide specific targets for children to develop.
- On-going formative assessment is used to inform next steps for children.
- Marking and feedback allow teachers to identify specific targets.
- 'B Squared' assessments in Reading, Writing, Number and PSED is used to measure small step progress of SEN children.
- Boxall assessment is used to measure SEMH progress
- RAG meetings are held each half term and interventions/ strategies/ support needs reviewed to ensure good progress for our pupils with SEN.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to pupil achievement.
- Support staff, under the direction of the class teacher and/ or SENDCO, can adapt planning to support the needs of children with SEN.
- Specific resources and strategies will be used to support children with SEN individually and in groups.
- Planning and teaching will be adapted regularly to meet children's learning needs.

- Home learning will be modified when appropriate in order to meet pupil's individual requirements.
- Learning environments will support learning.

How we include children with SEND in the life of our school

- At Serlby Park Academy we are proud of being fully inclusive and embrace all pupils.
- Wherever possible we will aim to include pupils with SEN in all aspects of our academy.
- Pupils identified with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on their specific targets.
- Pupils with SEN have full and complete access to all extended school provision alongside pupils who do not have SEN, including breakfast club, after school clubs, residential visits.

How we ensure that all of our staff are trained and supported to meet a wide range of children's needs

- The professional development of all staff is vital to ensure our provision is current, bespoke and appropriate.
- A wide range of training opportunities is provided and include:
 - Skills sharing and the demonstration of teaching techniques and strategies organised within the school.
 - Professional development sessions and one-off sessions on relevant subjects provided by:
 - Staff from other agencies or support services (e.g. Educational Psychologist)
 - Senior Leaders from within school
 - Up to date and relevant training provided to meet individual needs
 - SEN is part of the agenda at staff meetings, and up to date and relevant information shared with all staff.
 - Staff have completed accredited training to support pupils with SEN within school.

How we prepare children to join our school

Transition arrangements are in place to ensure effective transition between each phase of education:

- Early Years Transition - Nursery staff attend local transition meetings with both schools and PVI settings and parents are invited to join their child on visits to our Nursery with your child prior to their starting date.
- Entry to Nursery is staggered to help promote a settled start for both children and parents. Personalised transition to mainstream school (including shortened sessions

initially) may be necessary for some children, and Serlby Park endeavours to meet the individual needs of each child to ensure a positive beginning to Nursery.

- Annual transition meetings (Whole School) occur whereby the current class teacher will meet to share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff in order to ensure all professionals involved are aware of SEN pupils' individual needs. Parents of children with SEN are invited to meetings with their child's new class teacher to discuss strategies and techniques that they find effective at home to support their children.

How we admit pupils with a disability

- Serlby Park Academy does not see any disability as a barrier. We will endeavour to do our utmost to support all children, modifying both learning opportunities and the environment to ensure success for all pupils.
- We will liaise closely with all stakeholders to ensure that any special requirements can be put in place prior to them beginning Serlby Park.
- Transition visits will be arranged between current placement and Serlby Park, with staff from each establishment visiting the child in both settings to ensure transition is successful.
- SLT, SENCO and/or class teacher will arrange meetings with parents and any professionals involved in the specific care of a child, to ensure that all needs can be met within school.
- Support plans and EHCPs (if provided) will be reviewed and updated as appropriate, and guidance and support will be accessed by school from outreach services and health support as and when required.

How we prepare children to move on from our school

- Transition arrangements are in place to ensure effective transition between each phase of education:
- Moving Schools - If a pupil with SEN is moving to another school, the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible.
- Secondary School Transition Meetings - pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. Learning Manager and SENCO, to ensure they are aware of individual pupil's needs prior to transition. Records will be passed on to secondary schools as soon as possible.

- Annual Review Meetings - when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the secondary school will be invited to attend the annual review meeting to effectively plan transition and future SEN support.
- In addition to these arrangements, additional visits are arranged by Serlby Park staff to ensure that our Y6 pupil's transitions are as effective as they can be. These include: - additional visits to the school at different times (e.g. lunch time, lesson time, home time), accompanying the children around the school, taking photographs of different places, visiting 'The Bridge' and meeting their year 7 Learning Manager.

How we deploy our resources to meet the needs of children with SEND

- Serlby Park Academy pride themselves in ensuring that all children's needs are met. Staff and resources are deployed in a variety of ways to enable the school to meet the needs of children with SEND.
- Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training.
- Regular contact takes place between the SENCO and numerous external agency support.

If you need additional information form Nottinghamshire County Council:

SEN Link to Local Offer

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

All Nottinghamshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Local Offer – Special Educational Needs/ Disabilities link:

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place.

Contacts for more information:

Principal: Mrs Louise Ridge

SEND Governor: Miss Kate Gregory

SENCO: Miss Judith Ingram

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