

SEN Information Report & School Offer



Exeter
a learning community

September 2018 - 2019

Introduction

Wallace Academy Trust aims to build a community of prosocial, emotionally competent, independent learners who:

- develop a love for learning
- excel academically
- are inspired to realise their aspirations and
- become engaged citizens with a global understanding

by challenging all children within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every child. It is with these values in mind that we support children with special educational needs and disabilities at Exeter – a learning community.

What is the Special Educational Needs and Disabilities (SEND) Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and details the provision that the academy is able to make. The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information must be reviewed annually and any changes made during the year should be updated as soon as possible (taken from the SEN Code of Practice, 2015). This SEN Information Report is written to comply with the Children and Families Act, 2014.

What is the Local Offer?

Northamptonshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND). Northamptonshire's Local Offer is available here:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

It tells parents how to access services in Northamptonshire and what to expect from these services, including details of Higher Needs Funding and Education and Education and Health Care Plans.

This report details the school's contribution to the Local Offer.

SEN Information Report: Parents' Questions and Answers

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1. What types of Special Educational Need are catered for at Exeter a learning community?

Special educational needs and provision are considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. We may use interventions such as 'Word Aware' or 'Time to Talk' to support these children.

Children and young people with social communication difficulties, including Autistic Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

We are able to offer specialist support for children with difficulties in this area by accessing the Wallace Team for Inclusion's Social and Communication specialist.

Within the academy, teachers use Communicate in Print to support children with communication and interaction difficulties. Visual timetables, now and next boards and workstations may also be implemented depending on a child's needs.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and experience associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Multi-sensory approaches to teaching are used to support children with difficulties with cognition and learning. Class teachers are mindful of where they place children in the classroom with these difficulties, ensuring they are near the front of the classroom and they have visual resources to support their learning. Interventions such as 'Precision Teaching' or 'Toe to Toe' may be used.

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We take a pro-active approach to supporting children with these difficulties and a Positive Intervention Plan (PIP) may be put in place. This will identify clear strategies for supporting children with their behaviour. We also have a Learning Mentor who is specially trained to support children with these difficulties. We also have a KS1 Nurture Group provision and we will refer to the SEMH panel should we wish to access resourced units in the local area. We have also introduced the 'resiliency project' as part of a whole school and individual approach to developing resilient learners.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

We are able to support children in school through gross and fine motor skills interventions, as well as providing aides, such as posture packs, to support children with these difficulties in school.

2. Who are the best people to talk to at Exeter a learning community about my child's difficulties with learning, Special Educational Needs (SEN) or disability?

- Talk to your child's class teacher about your concerns in the first instance.
- Should you wish to discuss these concerns further, you may wish to arrange a meeting with the SENCO, and can do this via the school office.

SENCo – Jennifer Doherty – 01536 204765 jenniferdoherty@exeteralc.com

3. What types of support may be suitable and available for my child?

This will depend upon the nature of your child's needs and difficulties with learning. Our education provisions match the four areas of need referred to above.

At Exeter, we have a 3 tiered approach to supporting a child's learning:

Narrowing the Gap (NG) this is the teaching all children will receive from his/her class teacher and may include some very minor adaptations to match learning needs and support some interventions aimed at narrowing the gap between your child and their peers. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

SEN Support – Children at this level will be placed on the school's SEN register.

Level 2 - it may be appropriate to consider making additional special educational provision to remove or reduce any obstacles to your child's learning. Targets will be written and an Additional Support Plan (ASP) will be written. This may be on a short term basis.

This is part of the graduated response:

- a) **Assessing** your child's needs
- b) **Planning** the most effective and appropriate intervention
- c) **Providing** this intervention and
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes.

This intervention will be specifically targeted for your child and will either occur as a 1:1 session or with a small group of children. You will be kept informed of your child's progress towards learning outcomes at regular reviews to which you will be invited. We may gather evidence from a variety of screening assessments and it may be necessary to seek advice from other professionals, for example, the Trust's Social Communication Specialist. Sometimes, the school will enlist the services of external professionals, such as Occupational Therapy, Physiotherapy, Speech and Language Therapy, Educational Psychology, or services provided by the Local Authority.

Level 3 – for Level 3, the approaches above will continue to be followed. It is highly likely that referrals to external professionals will have been made at this level, and there will be continued involvement from them in working with school to meet your child's needs. For very small number of pupils, access to these specialists may lead to an application for High Needs Funding. Where it is felt that there is a high level of need, a request for statutory assessment can be made in accordance with the SEN Code of Practice and the Local Authority's SEND descriptors. This in turn may lead to a child having an Education, Health Care Plan (EHCP).

4. How will the school let me know if they have any concerns about my child's learning, SEN or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of the school day and arrange a further time to discuss their concerns. Alternatively, your child's class teacher may speak to you over the phone about your child.
- A discussion may also take place at a parents' evening meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- If your child is taking part in an intervention to support their learning, you will be informed about what this intervention is, and what the learning outcomes are for it.

5. How will the school consider my views and those of my child with regard to his/her difficulties with learning, SEN or disabilities?

- We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your views, as well as the views of your child, in any difficulties they may experience with their learning.
- We will always endeavour to respond to your views, and where possible to act upon them.
- If your child has a *Statement* of special educational needs or an *Education, Health and Care plan* (EHCP) you and your child (appropriate) will be able to share your views at the Annual Review.
- If your child has an Additional Support Plan, you will also be invited to termly reviews of your child's progress towards their individual targets with the class teacher.
- Children's views will also be collected within their one-page profile, and this is also reviewed in line with their targets.

6. How are children with Special Educational Needs identified and assessed at Exeter – a learning community?

At Exeter a learning community children may be identified as having a special educational need in the following ways:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels? Consideration will be given to the child's age and their individual circumstances. Is the child underachieving or do they have a disability under the Equality Act 2010.
- School based assessments carried out initially by the class teacher e.g. Cornerstones, Salford Reading test.
- Concerns raised by parents
- Concern raised by staff
- Liaison with external agencies
- Health diagnosis

Children with special educational needs are assessed in the same way as their peers. This might include:

- School based assessments carried out initially by the class teacher e.g. Cornerstones
- Summative judgements made about a child's progress throughout the academic year.
- The daily assessment of teaching and learning.

To identify their specific needs or to assess their learning, children with SEND might also be assessed in the following ways:

- The use of assessment tools such as the Boxall Profile/SNAP or SNAP-B assessments/Lucid Screening
- They might be assessed by a specialist, for example:

7. How will Exeter a learning community support my child in transition stages?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us:

- Children will be able to visit our academy to meet key adults and explore the environment.
- They may be given the opportunity for additional visits, where appropriate, to help to prepare them for their move to us. A phased transition may be appropriate.
- The SENCO at Exeter will contact the SENCO at the previous setting or school to ensure that we have the relevant information to best support children with SEND who are new to the school.
- Appropriate resources will be put into place for the child.

If a child is moving to another educational setting:

- We will contact the SENCO at the new educational setting and ensure they know about any special arrangements or support that needs to be provided. Where possible, a planning meeting will take place with the SENCO from the school/academy and they may arrange a visit to the child in their current class before they move.
- We will make sure that all records are passed on as soon as possible.

When moving classes within the academy:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- All children will have the opportunity to spend a day with their new teacher on 'transfer day'.
- Some children be offered a personalised transition programme with the Learning Mentor or other members of support staff.

8. How will the teaching be adapted for children with SEND?

- Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using P Scales for children working below National Curriculum levels) and will ensure a child's needs are met.
- Quality First Teaching and appropriate differentiation is always the first response for any child with SEND.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs SEN children where necessary.
- Specific resources e.g. coloured overlays or talking tins, and strategies will be used to support children individually and in groups.

9. How will the curriculum and the school environment be matched to my child's needs?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Workstations, visual schedules and now and next boards.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching; for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or visual resources.
- Personalised equipment will be provided or put into place for pupils with physical or sensory needs, depending on the child's needs e.g. writing slopes.

10. How will my child be given additional support for their learning?

We have teaching assistants who are trained to deliver interventions such as Read, Write, Inc. or Theraplay. Support may be provided through whole class strategies, small group or 1:1 support. Individual strategies can be seen on the child's additional support plan.

We work with the following agencies to provide support for pupils with SEN; for example: Educational Psychology, Community Paediatrics, Speech and Language Therapy, the Specialist Support Service, Maplefields Outreach and Education Inclusion Partnership.

11. How does Exeter a learning community ensure the teaching staff are appropriately trained to support my child's SEN/or disability?

Our SENCO has achieved the National Award for SEN Co-Ordination. She has a number of years' experience as a class teacher and phase lead at Exeter, as well as other schools.

The SENCO regularly provides training and updates for staff in the different areas of need so they can meet the needs of the children in their class, and have a good understanding of what their needs mean for them.

Teaching Assistants have also been provided with training, particularly on individual intervention programmes that they will be using. This year's training will include strategies to support children with cognition and learning and communication and interaction difficulties in the classroom.

12. How will the school secure equipment and facilities for pupils?

The CEO and the Principal, in consultation with the Directors, decide the budget for SEN provision on the basis of the needs of the children in school. This in turn is allocated by the SENCO to secure the equipment and facilities that children need to support their special educational needs. Equipment and facilities will be decided upon in relation to the children's needs and will therefore be reviewed regularly.

13. How does the school ensure that SEN provision is effective?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term on their ASP.
- Continuous review of interventions with a formal review after 12 weeks.
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Provision Tracker to monitor the cost effectiveness and impact of interventions.

14. How is my child included in the same activities as their peers in school?

Exeter is an inclusive school and committed to providing equal opportunities for all children.

School clubs, educational visits and residential trips are available to all children where appropriate, with risk assessments completed to ensure the safety of all involved. When necessary, the school will make **reasonable adjustments** to ensure that children with SEN and/or disabilities are included as far as possible in appropriate activities. All of our extra-curricular activities and school visits are available to all our pupils where appropriate, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day, school plays and class assemblies. They can be supported and prepared for these events through resources such as social stories. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

To ensure that the site is accessible to all pupils we have the following facilities and adjustments in place:

- The front desk in the main reception area is at a wheelchair height.
- There is a disabled toilet located next to the main office, in the Year 2 area and in the KS2 building.
- Ramps have been fitted to enable access to classrooms for children with physical disabilities.
- In KS2, we ensure that any year groups with children with physical disabilities are taught in our downstairs classrooms.
- There is a chair lift to facilitate access to the hall and year 2 area.

The School's Accessibility Plan can be found on the School Website.

15. How is the emotional well-being of children supported in the school? What measures are in place to prevent bullying?

All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we also offer:

- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers, for example, Stop Think Do, Play buddies or Growing Optimism. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- Additional sports activities before school
- Lunchtime and playtime support through planned activities and groups
- A Learning Mentor who can offer 1:1 or small group support as well as a check in if a child is experiencing difficult times.
- Some children will be able to access our Nurture Group provision.

Pupils with SEN are encouraged to be part of the school council so that they have an opportunity for their voice to be heard and represented.

Bullying is not accepted in any form at Exeter. We encourage the children to show respect and compassion towards each other, and these values are promoted through our school values: I CARE (Integrity, Compassion, Respect and Responsibility and Empathy). Pupils are taught that bullying is not acceptable and are values are promoted through assemblies.

16. How does Exeter – a learning community work with other agencies to support children's needs?

Exeter works with a wide range of agencies to support children's needs, and we know how and when to refer to these agencies. Our work with other agencies can range from implementing written advice, attending meetings or holding meetings in school, and facilitating direct with the child or the child and their family. We regularly work with the following agencies:

- Educational Psychology
- Specialist Support Service / Portage
- Speech and Language Therapy
- Community Paediatrics
- CAMHS
- School Nurse
- ASD/ADHD Pathway

This list is not an exhaustive one.

17. How do I make a complaint about the special educational needs provision for my child?

- Initially speak with your child's teacher, if you feel your concerns have not been rectified, please speak to the SENCo.
- Should you continue to have concerns, this can be discussed further with the Senior Leadership Team. The complaints procedure can also be found on the School website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

18. Who else can I speak to in school if I would like to discuss my child?

At Exeter, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following members of staff, in this order:

- The Class Teacher
- The Year Lead
- The SENCO – Jennifer Doherty
- The Vice Principals – Julia Kitson and Joanne James
- The Principal – Mark Ingham

19. How do you support Looked After Children (LAC) children with SEND?

Any child who is a Looked After Child (LAC) with SEN or Disabilities will access the same support as any other SEN child in our school. Their needs will be reviewed in a Personal Education Plan (PEP) meeting and the relevant Local Authority who is responsible for the child will be invited to all meetings. Additional support for a LAC child will be decided at a PEP or SEN review meeting. Consideration will be given to the needs a child may have besides their SEN needs.

20. What other support services are available to support me and my child?

Specialist Support Service for Autism and SEND

Email: sss@northamptonshire.gov.uk

Visual Impairment Service

Email : vis@northamptonshire.gov.uk

Hearing Impairment Service

Email : deafchildren@northamptonshire.gov.uk

Specialist Support Services General Enquiries Tel: 0300 126 1000

Education Entitlement Team:

Contact Number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

IASS (Information & Advice Support Services) can support parents and carers if they have any concerns over any aspect of their child's education e.g. transfer to secondary school, support arrangements in school or if they are at risk of exclusion. They provide a confidential helpline.

Tel: 01604 636111

e-mail : contact@iassnorthants.co.uk

Virtual School for Looked After Children:

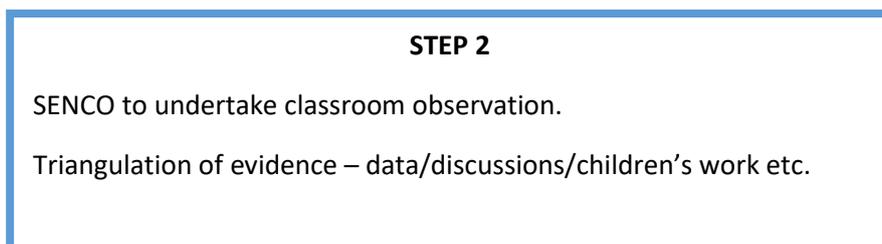
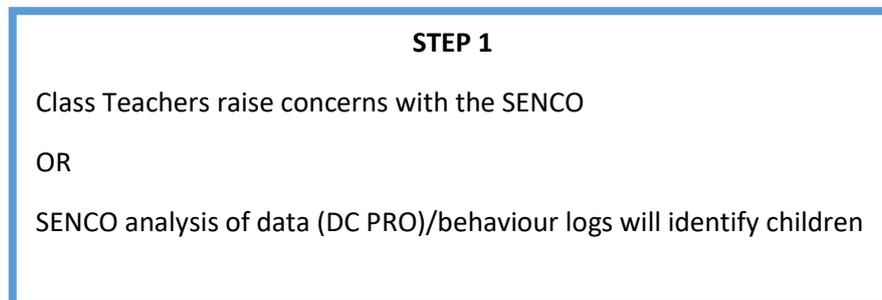
Contact Number: 0300 126 1000

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

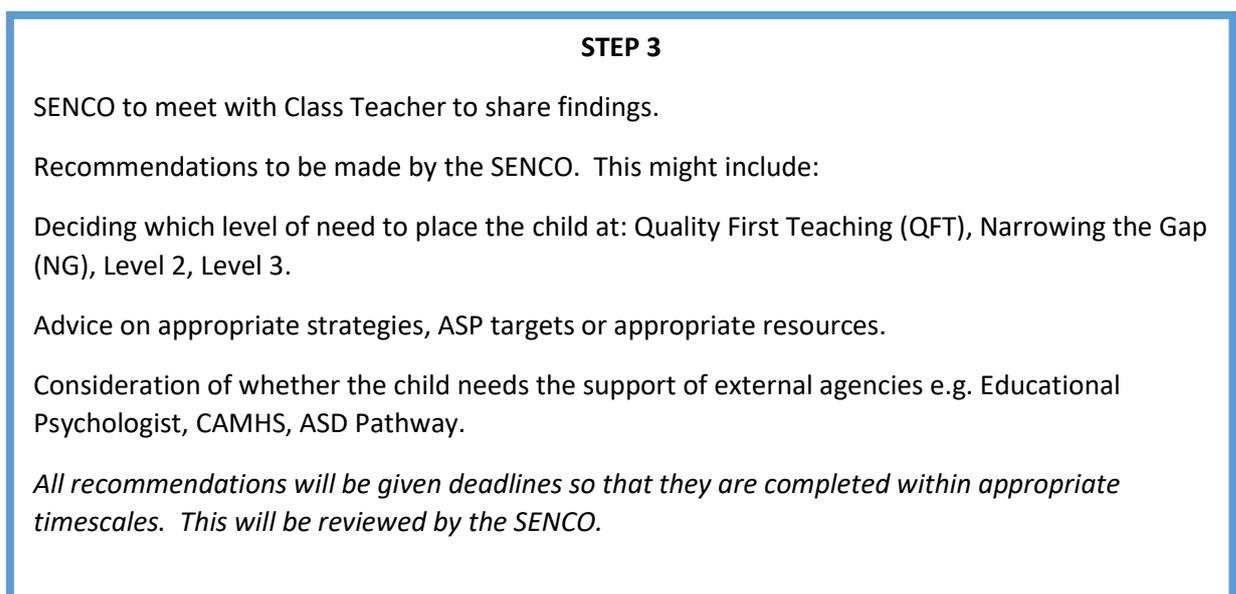
Exeter a learning community – Identification of Special Educational Needs

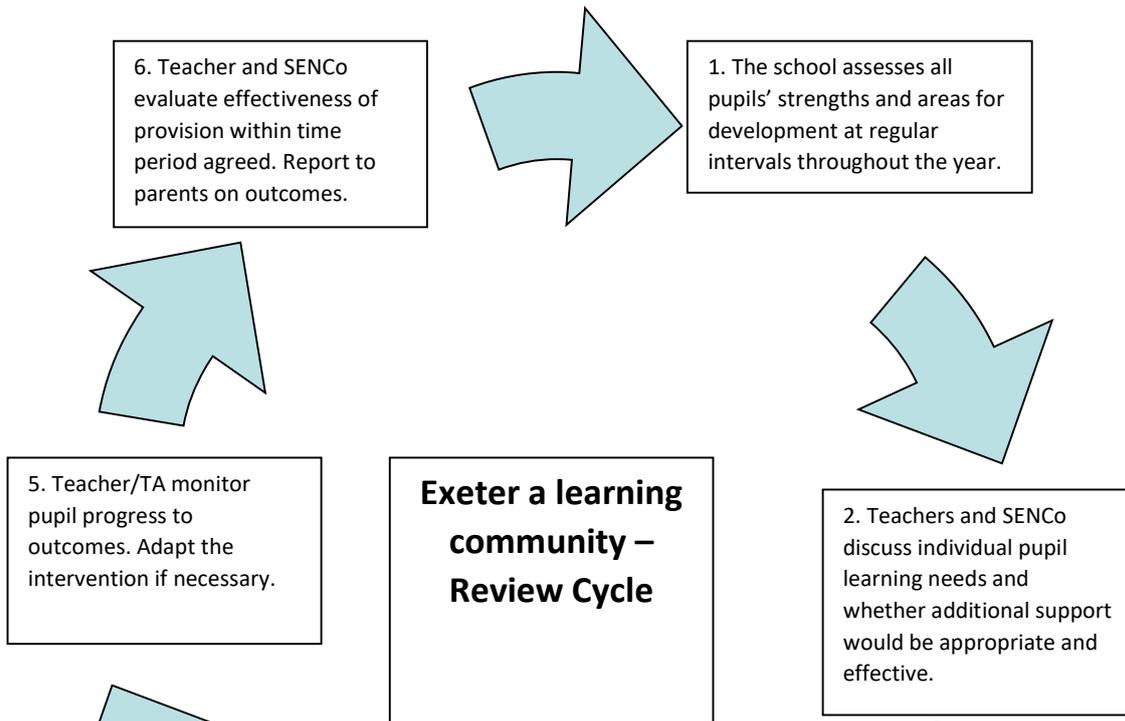
Process for Identifying Children with Special Educational Needs

Decisions to add a child to SEN register will be made by the SENCO in conjunction with parents and the class teacher.



Exeter a learning community Review Cycle





Roles and Responsibilities at Exeter a learning community

- **Class Teacher** - responsible for teaching your child for most subjects.
- **Specialist** - member of staff who specialises in a particular subject.
- **Teaching Assistant** - responsible for supporting your child to get the best possible learning outcomes. This may include 1:1 support or small group work. They may also provide additional support including in-class support.
- **SENCO** - Special Educational Needs & Disability Coordinator (Jennifer Doherty), responsible for the overall provision of support for students with SEN. Contact via: jenniferdoherty@exeteralc.com Telephone: 01536 204765

