



St Ann's Well Academy
A L.E.A.D. Academy

SEND OFFER/ Information Report

Our Special Educational Needs Coordinator (SENCO) is Mrs Sarah Trivigno

Phone: 0115 915 5808

What is the SEND Information Report?

The SEND Information Report contains information for parents/carers of children who have Special Educational Needs. It outlines the support and provision that they can expect to receive from St Ann's Well Academy.

SEND OFFER Statement

At St Ann's Well Academy we strive to achieve the highest standards to support pupils with Special Educational Needs and Disabilities (SEND). We promote an inclusive educational environment in which we support and encourage all pupils to reach their potential. Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this, steps may be taken to support young people through their learning journey.

St Ann's Well Academy works closely with Nottingham City Local Authority in order to support our children who are identified as having an additional need within the four areas of SEND, as identified by the DfE (SEN CoP 2014)

- Communication and Interaction (including ASD across the spectrum)
- Cognition and Learning (including dyslexia, dyspraxia and SPLD)
- Social, Emotional and Mental Health (including ADHD)
- Sensory and/or Physical



St Ann's Well Academy
A L.E.A.D. Academy

St Ann's Well Academy

What can I expect if I send my child to St Ann's Well Academy?

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning.

What kind of Special Educational needs does St Ann's Well Academy make provision for?

St Ann's Well Academy has the provision to meet the needs of children with moderate, severe and profound multiple learning difficulties. We can also cater for pupils who have autism, physical difficulties and multi-sensory impairments.

How do we define Special Educational Needs?

The SEND CoP (0-25 years) 2014 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

At St Ann's Well Academy we keep a detailed up to date register of all students who receive additional support in the following categories - which currently are:

SEND Support - Your child is receiving additional intervention(s) to support them in making academic progress and meet their targets. They may have an outside agency working with them and the school to assist in making the best provision for them.

Education Health Care Plan - Your child has significant and complex needs and has been identified as requiring support to access the curriculum.



St Ann's Well Academy

A L.E.A.D. Academy

How would St Ann's Well Academy identify and assess my child's Special Educational Need?

Pupils are assessed formally six times per year in reading, writing, mathematics and spelling, punctuation and grammar. In addition to this, teachers undertake informal assessments before, during and after lessons. These inform their planning so they can make adaptations where necessary to meet the needs of all of the children within their class. Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Headteacher and SENCO every term in reading, writing and maths through Pupil Progress meetings.

At the end of each Key Stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. In Year 1, the pupils will take part in the Phonics Screening Test.

Where necessary, children will have an Individual Education Plan based on targets set by parents, outside agencies or the teacher, specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.

The progress of children with an Education Healthcare Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

Teachers can speak to the SENCO at any time to discuss the progress of children and their needs and difficulties.

Parents can speak to the class teachers to discuss difficulties their child may be having. You are invited to teacher parent meetings three times per year.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.



How do we support parents and pupils with SEND?

Support for:

Parents

Your child's class teacher will be able to support or answer any queries you might have regarding your child. However, the SENCO, who has responsibility for inclusion, or the Head Teacher are available to meet with you to discuss your child's progress or any concerns/worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be informed if a new support measure is put into place.

The SENCO is also able to signpost you to any relevant support organisations or websites that could assist you.

Pupils with SEND

Your child is the responsibility of his/her class teacher. They plan and deliver the majority of your child's lessons and learning.

The SENCO co-ordinates the relevant support for children with SEND. This includes, if required, additional adult support, interventions, tracking and collaboration with outside agencies.



St Ann's Well Academy

A L.E.A.D. Academy

How will you consult me and how will I know how well my child is doing in school?

Each term, we hold a parent's evening with the class teacher to discuss your child's strengths and difficulties. This meeting will also discuss your child's progress across the curriculum. These meetings are also a forum in which you can voice your opinion and ideas for how to improve your child's learning. Mutually agreeable targets can be set for your child that can be worked on at home and school.

Parents can speak to the class teacher informally.

Meetings can take place with the SENCO and the class teacher to ensure the provision is meeting the child's needs and an impact is being seen.

How can I let the school know that I am concerned about the progress that my child is making?

- If you have any concerns about your child's progress, you should speak initially to your child's class teacher. They will address your child's needs through the normal school procedures.
- If your child is continuing to cause you or the school concern then they may be referred to the SENCO for further investigation.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should ask to speak to the SENCO or the Head Teacher.



St Ann's Well Academy

A L.E.A.D. Academy

How will you consult with my child and involve them in their education?

- Teachers involve your child in their learning at all times.
- They discuss their learning, thinking about what they would like to become better at and how this can be achieved.
- Your child can offer their own ideas for how they can learn best.
- Targets are set in collaboration with your child.
- Your child will then sign their targets so that it is acknowledged that they agree to them.

How are your staff trained to support my child with Special Educational Needs?

The SENCO's job is to support the class teacher in planning for children with SEN.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Team.

Ongoing professional development is key to ensuring staff remain updated and skilled.



St Ann's Well Academy

A L.E.A.D. Academy

Universal Provision

(This what St Ann's Well Academy provides to all pupils)

All pupils will be:

- Supported by the school 's pastoral systems
- Encouraged and supported to achieve their full potential in all aspects of school life
- Supported by a safe, happy and purposeful environment
- Able to access an enriched curriculum that incorporates different learning styles in all subject areas
- Supported through differentiation
- Supported to ensure that they are making progress which is monitored and tracked within school
- Encouraged to be actively engaged in their learning
- Offered a varied range of clubs and extra-curricular activities
- Able to access further support should a need be identified
- Taught by staff who have information on the nature and degree of pupil's specific needs



St Ann's Well Academy

A L.E.A.D. Academy

SEN Support

If your child is in need of additional support, we may use some of the support systems mentioned here.



Communication and Interaction:

- Adult in class support
- One-to-one support / small group support
- English and Maths intervention programmes
- Writing aids e.g pencil grips
- Use of ICT software (laptops)
- Identified safe area
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Lesson observations
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



St Ann's Well Academy

A L.E.A.D. Academy

SEN Support

If your child is in need of additional support, we may use some of the support systems mentioned here.



Cognition and Learning:

- Adult in class support
- One-to-one support / small group support
- English and Maths intervention programmes
- Writing aids e.g pencil grips
- Use of ICT software (laptops)
- Identified safe area
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Lesson observations
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



St Ann's Well Academy

A L.E.A.D. Academy

SEN Support

If your child is in need of additional support, we may use some of the support systems mentioned here.

Social, Mental and Emotional Health

We recognise that some children have extra emotional and social needs that need to be developed and nurtured.

These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes use PSHE (Personal, Social, Health and Economic education) sessions to support this development.

If your child still needs extra support, with your permission the SENCO will access further support through the CAF or Priority Families process.

Our provision for Social, Mental and Emotional Health needs:

- Adult in class support
- One-to-one support / small group support
- Literacy and numeracy intervention programmes
- Identified safe area
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Extra time for completion of tasks
- Access to counselling service - Think Children
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



St Ann's Well Academy

A L.E.A.D. Academy

SEN Support

If your child is in need of additional support, we may use some of the support systems mentioned here.



Sensory and / or Physical Needs:

- Adult in class support
- One-to-one support / small group support
- Use of the lift (if required) and other specialist equipment as advised by external agencies.
- Identified staff provided with training from specialists e.g, physiotherapy / sensory teachers
- Writing aids e.g pencil grips
- Use of ICT software (laptops)
- Identified safe area
- Additional support in practical lessons, e.g PE
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies
- Reasonable adjustments made to aid learning e.g, modified language, enlarged resources.
- Reasonable adjustments made to the school environment, e.g, hand rails, door handles, marking steps.
- Personalised evacuation plan and risk assessment



How does St Ann's Well Academy evaluate the effectiveness of provision for pupils with Special Educational Needs?

Your child will be assessed formally six times per year. In addition to this teacher's will assess your child informally in an ongoing manner.

We work from a variety of intervention programmes including Rapid Read, Rapid Write, Rapid Phonics, Catch Up Literacy, Social and Emotional Groups, Welkom and the Five Minute Box.

These interventions are monitored by the SENCO throughout the year. The impact and progress is currently analysed by the SENCO termly. If the provision is not effective then the provision is changed for that child. Outside agency advice is sought regarding new provision and the SENCO undertakes research regarding the highest impact provisions available.

Teachers may also create their own provisions for pupils which are tailored more to their needs. Their impact is monitored termly through assessment, workbooks, and teaching scrutinies.

All assessments are presented to *Governors* to ensure quality of impact for spending (including the impact of pupil premium spending)

How does St Ann's Well Academy involve outside agencies in the provision for my child?

School provision

- Teachers responsible for teaching SEN groups/individuals on a part-time basis.
- Teaching Assistants working in with either individual children or small groups.
- Teaching Assistants and Teachers offering support for children with emotional and social development.
- Pre and post teaches
- In class target groups

Local Authority Provision delivered in school

At St Ann's Well Academy we buy packages of support from the local authority's support services. These services include:

- Autism Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Behaviour Support Team
- Inclusive Education Service

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Physiotherapy
- CAMHs

How do we ensure that your child has a successful transition from one Key Stage / phase to another or being new to our school?

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

If your child is joining us from another school:

The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Year 6:

The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

What do I do if I am really not happy with the provision being made for my child?

If you are not happy with the provision being made for your child, you should speak to your child's class teacher initially.

If you continue to be concerned, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO).

If this meeting does not resolve the issue then you may speak with the Head Teacher at a pre-arranged time.

If you continue to feel unhappy with the provision made for your child, you should refer to the Complaints Procedure Policy.