

## The Palmer Academy



### Special Educational Needs and Disability (SEND ) Information Report

The Palmer Academy is committed to meeting the needs of all pupils including those with special educational needs and disabilities. All pupils regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We offer a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social and emotional difficulties and sensory or physical needs.

At The Palmer Academy, the Special Needs Coordinator (SENCo) and Inclusion Manager is Jacqui Chick

She can be contacted on 01189375481

Her email is : [jchick@thepalmeracademy.com](mailto:jchick@thepalmeracademy.com)

#### What should I do if I am concerned about my child's progress or special educational needs?

If you have concerns about your child you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENCo.

Member of Staff	Roles and Responsibilities
Class teacher	<p>He/She is responsible for:</p> <ul style="list-style-type: none"><li>• Adapting teaching and learning activities to respond to the strengths and needs of all pupils.</li><li>• Checking on the progress of your child and identifying, planning and delivering any additional support required to support progress within everyday teaching.</li></ul> <p>If it has been agreed that your child requires additional SEN support, the class teacher will also contribute to and oversee the delivery of individual learning plans which plan your child's next steps and what the family and school will do to help your child reach these.</p>
Special Educational Needs Coordinator	<p>She is responsible for:</p> <ul style="list-style-type: none"><li>• Coordinating provision for children with SEN and developing the schools SEN policy.</li><li>• Ensuring that parents are:<ul style="list-style-type: none"><li>○ Involved in discussion to identify key strengths and areas of difficulty.</li><li>○ Involved in planning provision to overcome barriers to learning.</li><li>○ Regularly included in reviewing how well their child is doing in all areas of their development.</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ Consulted when planning a move (transition) to a new class or school.</li> <li>○ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.</li> <li>○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEN.</li> </ul>
The Head of School or Executive Heads	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> <li>● The day to day management of all aspects of the school, including the provision made for pupils with SEN</li> </ul>
The SEN Governor	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> <li>● Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school</li> </ul>

How will the school decide if my child needs extra help?  
How can I find out how well my child is doing?

- If concerns are raised by parents/carers, teachers or the child.
- If limited progress is being made, identified through continuous assessment.
- If there is a change in a child's progress or behaviour.

Meetings are held each term to assess the progress of all pupils.

Where there are concerns that a pupil is not making progress in key areas of learning further assessments will take place. In addition, there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors.

We know how important it is to include the views of each pupil in seeking to review what is going well and how they can be supported. If appropriate/able to, your child will be invited to take part in reviews. If this is not appropriate, we will use other ways to share their successes and plan for future support.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an individual learning plan. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can contribute to support good progress.

The impact of this additional support will be reviewed regularly. You will be invited to be part of this review.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist

agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite the increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources, a request for an Education Health Care Plan (EHCP) may be made.

The SENCO will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations who can offer further support as required.

#### How will teaching be adapted to meet the needs of my child?

At The Palmer Academy all teachers are teachers of special needs – we are a fully inclusive school. Our teachers are able to adapt teaching (differentiate) to meet the diverse range of needs in each class. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are flexible and teachers use both achievement and mixed achievement groupings.

Additional adults are used flexibly to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills.

If required, additional provision supports groups and individuals to develop key areas of their learning and development.

We provide additional provision within the teaching areas wherever possible as we believe that this is where children learn best. Children may be withdrawn where there is a clear identified specialist need which cannot be addressed within the class. Where this is necessary, it is done for an identified purpose and for a specific period of time. These outcomes are made clear beforehand and the impact monitored through pupils' ability to apply these skills in their learning as well as through termly tracking.

#### What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan to ensure that pupils with SEN and Disability can take part in all aspects of school life. The plan can be found on the school's website.

The plan also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.

Depending on the specific needs of your child a more personalised plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

We monitor attendance at morning and after school clubs to make sure that pupils with SEND are able to access these enrichment activities.

**How skilled are the staff in meeting the needs of my child?**

Our Inclusion Manager has an additional qualification in Special Educational Needs. We also have a specialist SEN support assistant and Emotional Literacy support assistant (ELSA). All teachers are seen as teachers of special needs and take part in formal and informal training which may involve working with the Inclusion manager to help translate strategies into the classroom, going on a course or working with external professionals. We look for ways to use the skills and specialities of teachers and teaching assistants, and staff regularly observe each other which allows us to develop our practice. We have a number of established relationships with professionals in health and social care.

**What support from outside does the school use to help my child?**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	What they offer
Educational Psychology Service. (EP)	The EP works with the school and families to help identify any barriers preventing a child from making good progress, emotionally or academically. She also runs staff training.
Speech and language Therapist	The Speech Therapist assesses and identifies the next steps for children having any difficulty with language and communication. She also trains staff to teach these next steps.
Art and play therapists	The art and play therapists use creative materials and props to help your child talk about what is on their mind. This helps the school support your child through any challenges or changes they may be facing.
Physiotherapist Occupational Therapist	If a child has a physiotherapy or occupational therapy plan, professionals may model and train staff in how to implement the plan.
Sensory consortium	The sensory consortium team visit three times a year to support and identify any additional strategies needed for children with hearing and/or sight impairments.
School Nurse	The school nurse can offer help and support to the school and families on a wide range of issues including sleeping, food and bed wetting.
CAMHs (Child and Adolescent Mental Health Service)	They offer diagnosis of a need e.g. ASD (autistic spectrum disorder), ADHD (attention deficit disorder) or anxiety disorders.
Early Help Team also known at the CAT (Children's Action Team)	The Early Help Team can signpost to Primary Mental Health workers who support the school by giving strategies to promote good emotional health and family development workers.
Outreach	Many schools with specialist provision offer outreach to give advice and support regarding a specific need, e.g. speech and language, autism, moderate learning difficulties.

The full range of local support available to support your child both within and outside of school can be found at [www.reading.gov.uk/sevicesguide](http://www.reading.gov.uk/sevicesguide)

#### How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by:

##### **When joining the school in our Reception/Nursery classes:**

The SENCO and or EYFS staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented and more detailed arrangements may be required. EY staff will also make home visits.

##### **When moving to another school:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals  
We will ensure that all records are passed on as soon as possible

##### **When moving between classes and phases:**

An information sharing meeting will take place with the receiving teacher.  
There will be opportunities for your child to visit the new class and meet the teacher and other key staff  
A whole school transition programme is taught in term 6.

##### **When moving to secondary school:**

Our SENCO will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition.  
Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.  
Your involvement in this process will be critical to supporting a successful move.

#### What support is there for my child's emotional wellbeing?

Personal and social development underpins the work of the school so that the pupils see themselves as learners, are cooperative and develop kindness and respect. Pupils are taught how to recognise and manage their feelings and behave appropriately so that all pupils can learn. This is modelled by the adults around them. The schools Emotional Literacy Support Assistant (ELSA) and Family Worker also provide additional support as appropriate as do the schools play and art therapist.

Advice from external professionals may be sought and joint plans are made where appropriate.

How does the school involve parents in decisions about provision and support?

We regularly involve parents and families in discussions about their child's learning and include their priorities as well as our own when we are planning provision. This takes place formally each term for all pupils, but more frequent, informal meetings/ phone calls take place where appropriate.

How does the school involve children in decisions about provision and support?

We aim to provide pupil with choice and opportunities to discuss their needs and successes with the as part of everyday practice. Children regularly give their views on what is working well and what they want to improve and these views are included in their co-produced learning plan. Pupils with Education Health Care Plans are involved in evaluating their provision and their views are recorded and presented to the Local Authority at the annual review.

What should I do if I am unhappy about the support my child is receiving?

We welcome feedback from parents, including concerns. However, if you are unhappy you should initially speak to the class teacher. If the issue is not resolved you can speak to the Phase leader and/or Inclusion Manager. If the issue is not resolved you can speak to the Deputy Headteacher. If the issue is not resolved you can speak to the Head of School or Executive Headteachers.

It is hoped that a solution will be reached but if a problem still exists you may seek the advice of the SEND Governor and if a child has an Education Health Care Plan, the Local Authority. Parents may also be signposted to the local Parent Partnership Service. As a last resort parents have the right to go to an independent SEN tribunal.