

Information Report for Special Educational Needs or Disabilities



At Old Leake Primary Academy and Seedlings Nursery, we strive to be fully inclusive and follow a Graduated Approach to support. We welcome everyone into our community and aim to support every child to reach their full potential.

We offer a rich and vibrant curriculum which is ambitious for all learners. We develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide; one which promotes confident, self-motivated pupils who are eager for lifelong learning. Our aim is to enrich every child's school experience by creating an environment and contexts where they are encouraged to succeed and be the best they can be. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity.

Working closely with our school values of

H – Honesty, we are honest in what we say and do to help develop integrity.

E – Empathy, we understand and share in someone's feelings

A – Ambition, we aspire to achieve our very best in all we do

R – Respect, we respect ourselves, others and the world around us

T – Tenacity, we persevere and show resilience when we face set backs and challenges

This document is intended to give you an overview of the support and resources available in our academy- but it is by no means exhaustive! As the needs of our learners change, so do the resources and support available.

The SENCO for Old Leake Academy is: Hannah Gilbert

ACRONYMS and ABBREVIATIONS

The world is full of acronyms and abbreviations. In order to help you decipher this report, please see below the list of acronyms and abbreviations used in this document and beyond.

ADD Attention Deficit Disorder

ADHD Attention Deficit Hyperactivity Disorder

COP Code of Practice

EHCP Education Health and Care Plan

EHENA Education Health and Care Needs Assessment

EP Educational Psychologist

EWO Education Welfare Officer

NFER National Foundation for Educational Research

ODD Oppositional Defiance Disorder

OT Occupational Therapist

PT Physiotherapist

SALT Speech and Language Therapy

SATs Statutory Attainment Tests

SENCo Special Educational Needs Coordinator

SEND Special Education Needs and Disabilities

SEST Sensory Education Support Team

STT Specialist Teacher Team

WTT Working Together Team

What should I do if I think my child has a SEND?

If you believe your child may have a SEND, then the first person to discuss this with is the class teacher who will be able to address your concerns in the first instance. Alternatively, you may wish to speak to the SENCO who will discuss your concerns with the class teacher on your behalf.

If your child is joining us part way through the year, you may wish to discuss your concerns directly with the SENCO/ Headteacher. This can be arranged by contacting the academy office.



How will the academy respond to my concern?

Once a parent has raised a concern about a child/ young person, the normal procedure would be that the class teacher would undertake to assess/ observe the learner and then arrange a meeting to feedback their findings. This may or may not result in further intervention/ assessment taking place.

How will the academy decide if my child needs extra support?

In line with The Code of Practice 2015, Old Leake Primary Academy identifies learners as having a Special Educational Need if:

“...they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them.” (COP p15)

A child has a learning difficulty if: “...they have significantly greater difficulty learning than their peers.” (COP p15)

A child’s disability can be referred to as a special educational need if: “... (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.” (COP p15)

If the class teacher feels that there is a need to investigate a learner's difficulties further, then they will begin a cycle of provision review, known as the Graduated Approach.

This will begin with a cycle of assess, plan, do, review. This process includes setting a target/targets for the learner and arranging some additional to/different from provision aimed at helping them to achieve their target.

Following this period of provision, the teacher will assess the learner and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged and new targets set.

If, after this cycle, progress is still slow then the decision will be made to move the learner to SEND Provision and they will be formally added to the academy's Special Needs Register. Learners on the Special Needs Register have individual learning plans and parents are provided with a copy of these.

After a further 3 cycles of support, if there continues to be little or no progress then further specialist assessments may be sought.



What will the academy do to support my child?

The class teacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a learner needs may be in the form of a specialist intervention programme, delivered by support staff in school or teacher.

However, the provision may also take the form of adjustments to the learning environment, timetable or specialist equipment.



Who will support my child?

Depending on the needs of the child, support may be provided by the class teacher, support staff in school or a specialist advisor.



What training and experience do staff have for the additional support my child needs?

Our SENCO and headteacher hold the National Award for Special needs Coordination and have a wealth of SEND experience.

The academy is also supported by the Trust SEND Improvement and Inclusion Lead who is a qualified SENCO and has worked with children who have an identified SEND need for many years.

Currently, there are staff (teachers and support staff) across the academy trained in:







- PRICE behaviour training
- Diabetes- administration and supervision of insulin

- Epi-pen
- Moving and handling
- Positive handling
- Dyslexia
- Autism
- Makaton
- Speech and Language therapy

We also have a wealth of experience in supporting learners with a wide range of conditions such as:

- Cerebral palsy
- Dyspraxia
- Dyslexia
- Dyscalculia
- Autistic Spectrum Disorder
- ADHD/ADD/ODD
- Attachment Disorder
- PDA
- Global Development Delay
- Epilepsy
- Spina Bifida
- Tourettes
- Hearing Impairment/ Deafness
- Sight Impairment/ Blindness

Where specialist training is required to meet the physical needs of a learner, we will contact the relevant professional body who will support this.

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Who else might be involved in supporting my child?

The Academy benefits from the support of a wide range of outside agencies including:

- Educational Psychologist
- Specialist Teachers
- Sensory Education Support Team
- Physiotherapists
- Working Together Team
- ESCO
- Dyslexia Outreach.
- Speech and Language Therapists
- Mental Health Support Team
- Behaviour Outreach Support Service

Support from these agencies is initiated either by the academy or parents (depending on their referral procedures) and then liaison in the academy is led by the SENCO.



What support will there be for my child's social and emotional well-being?

Within the academy a designated member of staff will have overall responsibility for pastoral care of the learners, in our academy that is the school SENCO. The Trust Safeguarding Lead supports academies with this pastoral care.

When a learner has been identified as having a social or emotional difficulty, they will often be supported by the class teacher in the first instance. If it is felt there need is greater, they may be given support by the SENCO, head teacher, the Trust welfare team or an outside agency where appropriate.

The academy offers a very flexible approach when supporting learners with their social, emotional and mental health. Each learner is considered on an individual basis and support is coordinated to ensure the academy is supporting individuals. This may include for example small, calm lunchtime groups and sensory breaks during the school day.

Attendance is monitored constantly by the academy and good attendance is celebrated in the academy's weekly celebration assembly. Where a learner's attendance falls well below the expected level, parents are invited to attend Attendance Panel Meetings where support and advice to aid improvement is given. As an academy we do believe that a learner's SEND should not be a barrier to good attendance and as such, learners with SEND are subject to the same attendance procedures as all other learners.



What support does the academy provide for children who are in care and have SEND?

The Designated Teacher for Looked After Children (LAC Designate) is Vicki Hardwick. The LAC Designate supports staff in the academy to understand the implications for children who are looked after (in Local Authority care). The LAC Designate works alongside the SEND and pastoral team and the Virtual Schools team to ensure that effective systems are in place to support Looked After children with SEND. Looked After Children with Special Educational Needs will have a support plan which is reviewed every term.

We have close working relationships with foster carers so that we can ensure daily communication. Children in care have a PEP plan to support their learning and welfare needs, which is supported in school by our designated named adult to ensure progress. A termly PEP review is held with carers, the academy and the child's designated social worker. Children's views are sought as part of the PEP review process and when appropriate the Looked After Child also attends their PEP review to ensure their voice is heard.

How will my child be able to contribute their views and how will he/she be involved in the process?

It is essential that, even from an early age, learners are included in decisions made on their behalf about their education. As a result, all learners are included in target setting in their classes.

If a Learning Plan is implemented, then this plan will be discussed with the learner and their ideas for targets recorded.

All learners with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting. We always value the views of all individual learners and listen to their opinions about issues which affect their lives.

How will the curriculum be matched to my child's needs?

Accessibility is key to meeting the needs of all learners and this is an essential part of what we call 'Quality First Teaching'. Teachers differentiate the opportunities in a variety of ways including changing the outcome, providing supportive resources and using adult support. By adapting, teachers can ensure they are meeting the needs of the learner appropriately therefore increasing the chance of success.

If a learner has a physical need then our academy is well resourced to meet these needs, providing a variety of equipment for use by individual learners e.g. iPads, visualisers, light box.

What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?

Parents' Meetings are held twice yearly when attainment and progress are discussed. Where learners have a learning plan or EHCP in place then then the targets for their ASPs are discussed at these meetings. Parents are provided with a copy of their child's learning plan to make comments.

When a learner has an EHCP, a review meeting is held, at a minimum, annually. All personnel involved with the learner are invited to this meeting and where they cannot attend, a report is usually provided.

Where necessary, home/school books are implemented to allow for a two-way dialogue between parents and staff, to discuss daily progress.

An appointment with the teacher or SENCO can be made at any other time during the academic year in order to address any parental concerns.

How does the academy know how well my child is doing?

Assessment is an on-going tool used by teachers to plan appropriate work for the learners in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or quiz and tests the learner's knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what learners say, what they write or activities they may complete.

Over a term, teachers gather the formative assessments they have made on a learner and consider where the learner's attainment is in line with the expectations for their year group.

Statutory assessments are undertaken in Foundation Stage where learner progress is measured against the national Early Learning Goals. Phonic Screening is carried out in Y1 during the Summer Term. Statutory SATs assessments are administered to learners in Y6 and in Year 4 learners will access the multiplication check.

For learners on the SEN register, the teacher and SENCO may feel it is appropriate to assess them against the expectations of an alternative year group. For example, a learner in Year 4 may be assessed against the expectations of a Year 2 learner. For some learners, whose attainment is below the expectations of Year 1 then the Pre Key Stage standards are utilised through a platform called Cherry Garden.

How will my child be included in activities outside the classroom including school trips?

Our academy runs a range of extra-curricular activities. In order to be fully inclusive, the academies support staff support (where available) is provided for those learners for whom it is deemed necessary to help them access the club/activity.

When considering visits out of school, including residential ones, all individual learner needs are taken into account e.g. 1:1 support, wheelchair access in theatres and on coaches. If it is felt appropriate, parents/carers are invited to accompany their child.



How accessible is the academy environment?

Where necessary, for learners with complex additional needs, individual risk assessments are agreed in consultation with the teacher, support staff and SENCO to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building.

There are disabled parking bays provided for parents/carers to drop off and pick up their children or the academy has roadside parking which facilitates ease of access.

Further details of accessibility can be found in the accessibility plan on our website.

My child is disabled, can they still attend your academy?

We are proud of the inclusive nature of our academy and we will endeavour to ensure that all learners can be admitted into our settings, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our learners. As such, there would be very few occasions where we would not be able to admit a child because of their disability.

How will you prepare and support my child to join the academy?

If your child is due to join our nursery, we would meet with you in the first instance to discuss your child's needs and what you feel your child needs to support a positive transition into nursery. This may include shorter, more frequent transition visits to build relationships or providing you with photos of our staff and the nursery room to help your child familiarise themselves with our nursery. With your permission, we would also liaise with any professionals already involved with your child.

Prior to a learner entering school in the Foundation Stage, the class teachers and the SENCO, visit the pre-school settings where they meet with the key workers of any learners with SEND. The SENCO may also meet with the Early Years Specialist Teachers and discuss learners with whom they have been working. The learners and parents/carers are invited into the academy to familiarise themselves with their new surroundings, routines and personnel.

When learners join mid-year they are provided with a buddy to help them settle into the new environment. There is close liaison with the learner's previous school setting and all data and relevant information is exchanged.



How will the academy prepare and support my child to transfer to a new class or school?

At primary level, when learners move from one year group to the next, the learners will have a transition time set by the academy where they will go to their new classroom and meet their new teacher. When it is required, the academy offer an enhanced transition for learners, and this is bespoke to individuals. It may involve the child having additional time with the class teacher and support staff.

Where learners are moving onto the next phase of their education, i.e. onto secondary school, the academy will ensure that a smooth transition is arranged with the receiving school which may take a variety of formats and be over many months.



How can I be involved in supporting my child?

Parents are fully encouraged to work in partnership with the academy to support their child's learning. Open communication is encouraged and parents are welcome to assist on school visits and other occasions when help is needed.

We ask that you attend your child's learning plan reviews each term to discuss progress with current targets and set new targets. You will receive a copy of your child's targets, so if you can work on them at home, that would be great too.

We can provide suggestions for suitable resources such as websites, apps or specific strategies to support your child's needs. We can also provide copies of resources that we use in school for you to use at home with your child.

Parents are encouraged to support their children with their homework e.g. reading, numeracy games.

How does the Academy monitor the effectiveness of the SEND support available?

The SENCO, supported by the headteacher is responsible for monitoring the effectiveness of SEND provision within the academy. This is done through a variety of methods including: monitoring learner progress, learning walks and lesson observations.

In addition, the Trust undertakes a variety of quality assurance activities throughout the year and supports the academy to develop their provision for learners with SEND further.

What should I do if I have a complaint about the SEND provision in the academy?

In the first instance this complaint should be addressed with the headteacher. Following this, if you feel the situation has not been resolved, then the academy has a Complaints procedure detailed on our website or alternatively, a copy can be obtained from the academy office.

How can I access further information about SEND in Lincolnshire?

Support for parents/carers and families can be found at:

[SEND Local Offer – Lincolnshire County Council](#)



Who can I contact for further information?

Headteacher

Miss V Hardwick

01205 870425

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SENCO

Miss H Gilbert

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