

SEN Information Report

The Coordinator for Special Educational Needs and Disabilities (SENDCO) for Bishop Alexander LEAD Academy is Mrs Heather Robertson

1. What kinds of special educational needs does the school make provision for?

Bishop Alexander LEAD Academy caters for a wide range of Special Educational Needs, Disabilities and medical needs.

These include autism, dyslexia, ADHD, learning difficulties, physical difficulties such as , Diabetes, Hearing and Visual Impairment, Speech and Language delay and other emotional difficulties.

Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

If a child is transferring from a different setting the school will be informed and a process put in place to ensure successful transition. Often we will identify him or her through a clinical diagnosis that may be ongoing like Autism or through our own observations and assessment such as identifying Dyslexia.

Within school the progress of every child is carefully tracked and any concerns because of these assessments or professional observations will be raised with the parent by the class teacher. Similarly a parent with concerns about their child should initially speak to their child's class teacher who will stay in contact with the parent whilst looking into those concerns. The class teacher will then discuss this with the school's Special Educational Needs Coordinator (SENCO), a meeting with the parents will then be arranged to consider the child being recognised as 'School SEN Support' and appropriate provision identified. This then forms part of a 'graduated response' where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

The class teacher closely monitors the progress, achievements and overall well-being of every child in their class. In addition to this the SENCO will liaise with the class teacher to monitor the progress of children with Special Educational Needs and Disabilities. Where appropriate Individual Education Plans will be developed with SMART Targets (Specific, Measurable, Achievable, Realistic and Timely) that will seek to raise expectations and achievements for that child. Targets are set and reviewed together with the family to ensure that support is provided in the areas of need.

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Any adaptations and interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having the required positive impact. Regular reports are provided to governors who oversee the progress of children.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

All children at Bishop Alexander LEAD Academy are set ambitious yet achievable targets in all areas of their learning. Throughout the year there are Parents Evenings and the end of year reports. Where a child has an Individual Education Plan there are reviews each term but all teachers are happy to talk to any parent about their child and additional meetings can be arranged at mutual convenience. Meetings can include the SENCO and this can also be arranged through the class teacher.

There are meetings for parents about the best ways to support their child when they begin to read and write. In addition to this class teachers will offer their suggestions for individual children should they require something more specific to their learning needs/style across the curriculum.

c) What is the school's approach to teaching pupils with special educational needs?

As a school we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions are put into place for any child, with or without special educational needs, who are not making expected progress and working significantly below Age Related Expectation.

We support pupils with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT equipment. Children are taught with targeted teacher support, teaching assistant support in whole class situations, small groups or one to one work.

Specialist equipment and resources are used when requested by specialists and training undertaken by staff.

There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from outside agencies available by the SENCO attending a multiagency meeting called *Springboard* that are held throughout the year.

Parents and carers are consulted about all choices that are made concerning their child.

d) How will the curriculum and learning be matched to my child's needs?

Every class teacher is responsible for the learning in their classroom; the delivery of the curriculum is differentiated to cater for the varying abilities and learning styles of the children in the class. The approach to teaching children with special educational needs and

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disabilities listed above is employed when the needs of a child is outside the regular parameters seen within a class.

e) How are decisions made about the type and amount of support my child will receive?

All decisions about the type and amount of support that children receive will be an ongoing collaboration between the child, parent, class teacher, SENCO, outside agencies, Senior Leadership Team, Head Teacher and Governors. Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best; the type and level of support remains fluid depending on the specific needs of the child at any particular time.

If the needs and required provision meets the criteria for additional funding from an outside source then a bid for that funding will be written by the SENCO to further aid the support for that individual child.

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

All children are considered and where appropriate included in school activities and trips. Where children have additional needs there will be risk assessments completed in consultation with the parents and adequate support put in place to ensure a safe and successful trip for all.

g) What support will there be for my child's overall well-being?

The adults that work in Bishop Alexander LEAD Academy strive to foster very positive relationships with the children. The children are encouraged to discuss any issues they have, whether educational, social or emotional, with their class teacher or another adult.

Mental Health ambassadors are trained within school to offer training to staff, support a graduated response and ensure strong links with the Family of Schools

The School Nurse is able to provide drop in sessions at school and information about different opportunities that are available in the locality and Children's centre.

An Attendance and Inclusion Team are also available to support parents. They can provide advise with financial matters, how to support you getting your child to school as well as behaviour strategies and parenting support.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

Mrs Heather Robertson – admin@bishopalexanderacademy.co.uk

01636 680040

5. a) What training have staff supporting special educational needs had and what is planned?

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The SENCO receives training from various local and national providers on a wide range of conditions such as Autism, Dyslexia etc. This understanding is then delivered to the school staff in staff meetings, key stage meetings or individual coaching when the need arises.

The SENCO, class teachers, Teaching Assistants, other staff and governors also access training to learn how to support children with specific needs.

Specific teachers and teaching assistants have also been trained in sensory processing, zones of regulation, ELSA and Mental health.

b) What specialist services and expertise are available or accessed by the school?

If, once the progress of a child has been monitored and strategies discussed with parents, it is considered that additional expertise is desirable then these outside specialist services can be accessed by the SENCO through the termly multiagency Springboard meetings. Signed parental permission forms are required so that the children can be discussed and additional services can be accessed to support the child. The school has access to a wide field of additional services e.g. early years specialist, visual and hearing support, occupational therapist, school nurse and speech and language therapists.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

The school provides any appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning, including the Physical Disability Service.

As a new building the school has good access, there are several disabled toilets including a showering area.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents are encouraged to speak to their child's class teacher with any questions or concerns; these meetings can be informal or arranged. In addition to the parents evenings that occur twice a year, additional meetings are held to discuss targets and achievements in the Individual Education Plans. The SENCO will attend meetings for children with more complex needs or whenever the class teacher or parent requests attendance. Parents can make an appointment to see the SENCO by emailing the above email address. For a child to reach his or her potential it is important for the parent to be fully involved.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

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Children are involved with their target setting as far as their understanding will allow. Children can attend meetings if it felt appropriate by the teacher and parent. In order to encourage motivation in a child a teacher will get to know them so they can tailor the provision in school to meet their learning style and interests.

The active citizens and subject ambassadors ensures that the children have a correct representation and are involved in activities and decisions affecting the school.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

Parents are encouraged to bring any concerns to the attention of the class teacher. The SENCO may also be contacted (contact details above). For more detailed information please refer to the complaints policy on the school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCO is usually the person who involves other organisations and services and reports directly to the Senior Leadership Team; the SENCO also reports to the governor with specific responsibility for Special Needs. Governors can see the data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/children?

The SENCO can signpost parents to the wide range of support organisations and groups available in the community. As discussed above the SENCO can also access the professionals that can offer the specific support required for the child's needs; either to work directly with the child or to offer advice to parents or staff.

The School Nurse is available to add expertise and signposting that is more specifically related to health and mental-wellbeing; this service can be accessed by the SEN team.

Parents are also able to seek advice from Ask Us (formerly Parent Partnership). Here is the link for contact details.

<http://www.nottinghamshire.gov.uk/media/115279/ask-us-nottinghamshire.pdf>

12. How will the school/setting prepare my child/young person to:

- i) Join the school/setting?
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?
- iii) Prepare for adulthood and independent living?

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Bishop Alexander LEAD Academy understands the importance of carefully considered transition plans for children with additional needs. In any transfer the important element is communication so that information about that child and how they learn best is communicated on paper and in meetings so that professionals that will be teaching the child have the opportunity to ask questions.

The amount and nature of the visits to the new setting is decided with the child at the centre of the process; each of these transitions seeks to predict possible issues that may arise and to pre-empt as many as possible so that the pupil feels equipped to begin the next part of their journey.

13. Where can I access further information?

For further information please refer to the school website; specifically the Special Needs and Disabilities Policy. To have specific questions or concerns answered please contact the SENCO on the above email address.

Here is the link to see the information on the Local Education Authority website.

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>