



Richmond Academy

SEN information Report

Introduction

At Richmond Academy we aim to ensure that all pupils, regardless of their specific needs, make the best possible progress whilst attending our academy. We aim to be as inclusive as reasonably possible, in meeting the needs of pupils with Special Educational Needs and Disabilities.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

- The *Children and Families Bill* came into effect from September 2014. Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/2129/oldhams_local_offer

The Academy SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by academy policy, and the provision that the academy is able to meet.

The Academy Offer

What can we offer for children with SEND?

At Richmond Academy, we embrace the fact that every child is different and unique, and, therefore, the educational needs of every child differ too; this is certainly the case for children with Special Educational Needs.

Who can I speak to about my child's needs?

The class teacher

Responsible for

- The progress and development of every pupil in their class through QFT and high quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review the progress and development of each pupil and decide any changes to provision
- Ensuring smooth transition for pupils with SEN through liaison with teacher, parents and SENCO.
- Ensuring they follow this SEN policy
- Be held accountable for progress and provision of SEND pupils through performance management system.

The SENCO: Miss K Mather

Responsible for

- Work with the Principal and Trustees to determine the strategic development of the SEN policy and provision in the academy
- Use progress data effectively.
- Have up-to-date knowledge of local and National SEND initiatives and Policy.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Attend Trust and LA SEND HUB meetings
- Liaise with potential next providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Share SEN information in accordance with GDPR
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy maintains an up-to-date register and records for all children with SEND
- Arrange appropriate whole school and individual SEND training and surgery sessions.
- Ensure efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff surgery days, to include outside agencies where appropriate.

The SEND Lead / Assistant Principal: Miss K. Mather

The SEND Lead works between Northmoor, Richmond and Westwood Academies. Her role is to ensure that children receive the best provision and that staff receive regular training with regard to best practice for SEND pupils including the development of teaching assistants. Miss Mather also works with the SENCo from each academy and the members of

the Harmony Trust Multi-disciplinary team including the Speech and Language Therapist and Family Support Manager.

Inclusion Lead/ Deputy Principal: Ms R Beesley

The Inclusion Lead is accountable for all aspects of inclusion. The inclusion lead line manages and supports the work of the SENCOs to ensure that all children receive the best provision. The Inclusion lead is responsible for ensuring that children's needs are met and reporting issues related to inclusion to SLT regularly.

The Executive Principal: Ms J Hainsworth Head of Academy: Mrs C. Rahman

Responsible for

- Work with the SENCO and SEN Trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Be responsible for the Performance Management of the Senco and hold them to account
- Ensure appropriate transition arrangements are planned for SEN learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure an SEN information report is written annually, is evaluated by Trustees and is shared on the academy website (please see Appendix 1 for details of the report)

What are the different types of support available to children with SEND in our academy?

a) Class teacher input, through Quality First Teaching

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies are in place to support your child to learn
- **Specific group work**

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups led by outside agencies, e.g. Speech and Language therapy

The SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCO/Inclusion Manager/class teacher as needing some extra specialist support in academy from a professional outside the academy. This may be from:

- Local Authority services, such as the AEN QEST, Jigsaw (Behaviour Support Team) or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the academy to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the academy understand your child's particular needs better and be able to support them more effectively.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the academy. This may be from

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The academy (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the academy to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the academy to continue with the current level of support and also set up a

meeting in academy to ensure a plan is in place to ensure your child makes as much progress as possible.

- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the academy know if I am concerned about my child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Head of Academy or Inclusion Lead.

How will the academy let me know if they are concerned about my child's learning and progress?

If your child is identified as not making progress, the academy will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children and how do they progress in their learning?

- The academy budget includes money for supporting children with SEND.
- The Principal deploys resources for Special Educational Needs and Disabilities based on Analysis of Need
- The Principal and the SENCo discuss all the information they have about SEND in the academy, including

the children getting extra support already,
the children needing extra support,
the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The academy identifies the needs of SEND pupils on a provision map. This identifies all support given within the academy and this is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the people providing services to children with SEND in academy?

Academy provision

- Teachers responsible for teaching SEN groups/individuals on a part-time basis.
- Teaching Assistants working with either individual children or small groups.

- Mentors offering support for children with emotional and social development

Local Authority Provision delivered in academy

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)

Health Provision delivered in academy

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

How are teachers supported and what training do they receive?

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

- The academy provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole academy training on SEND issues.
- Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will teaching be adapted for my child?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in academy?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Principal and SENCo every term in reading, writing and maths.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).
- 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 these assessments produce the results that are published nationally.

- Where necessary, children will have an IP based on PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. Targets will be set using these PIVAT levels and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- 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 SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and academy, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets /IPs will be reviewed with your involvement every term.
- A home-academy contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

How is academy accessible to children with SEND?

As Richmond is an old building there are staircases and steps on the premises. We will make reasonable adjustments to enable children to access our academy.

- There are currently two disabled toilets, shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are joining or leaving the academy or moving to another class or key stage?

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.
- Your child will be able to visit our academy 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 to support your child's transition.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in academy:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary academy. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new 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 at Richmond.

How will the academy support your child's social and emotional development?

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

- Mentoring support both in and out of class.
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo will access further support through the CAF process.

If you have any questions about the information contained within this report please contact the Inclusion Lead, SEND Lead or SENCo via the main school office.