



Academy Policy

SEND Policy & Information Report

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1. Introduction

- 1.1. Ambleside Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 1.2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

- 2.1. This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
 - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
 - c) This policy also complies with our funding agreement and articles of association.

3. Definition of SEND

- 3.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.2 They have a learning difficulty or disability if they have:
 - a) A significantly greater difficulty in learning than the majority of the others of the same age, or
 - b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
 - c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles & responsibilities

4.1. The SENDCo

4.2. The SENDCo is Ms Vicky Jackson

4.3. They will:

- a) Work with the principal and SEND governor/trustee to determine the strategic development of the SEN policy and provision in the school.
- b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEND support.
- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

4.4. The SEND governor/trustee

4.5. The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

4.6. The principal

4.7. The principal will:

- a) Work with the SENDCo and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the academy.
- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.8. All staff

4.9. Staff are responsible for:

- a) The progress and development of every pupil in their class.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and support.
- d) Ensuring they follow this SEND policy.

5. SEND Information Report

5.1. Please see appendix 1.

6. Complaints

6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

7. Contact details of support services for parents of pupils with SEND

7.1. Please click [here](#) for information about Nottingham City's local offer.

8. Monitoring arrangements

8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

9. Linked policies

- 9.1 Safeguarding & Child Protection Policy
- 9.2 Relationships & Positive Behaviour Policy
- 9.3 Accessibility Plan
- 9.4 Concerns & Complaints Policy
- 9.5 Disciplinary Procedure Policy
- 9.6 Whistleblowing Policy

10. Appendices

Appendix 1: SEND Information Report

SEN Information Report for 2021-22

Welcome to our SEN information report which is part of the Nottingham City LA Local Offer for Learners with Special Needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

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

At Ambleside Academy, we embrace the fact that every child is different, and therefore, the educational needs of every child are different: this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or to Mrs Jackson (SENCO), or to Miss Johnson (Deputy Principal) to discuss your concerns.

1) Does the school know if children need extra help and what should I do if think my child have Special Educational Needs?

At different times in their school life, a child or young person may have a Special Educational Need. The Code of Practice 2014 defines SEN as follows:

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

- a) *have a significantly greater difficulty in learning than the majority of others the same age, or*
- b) *have a disability which 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 or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or the SENCO, or a member of S.L.T. to discuss further.

2) How will school nursery staff support my child?

The class teacher

Who is responsible for:

- Checking on the progress of your **child** and identifying, planning and delivering any **additional help** your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing Personal Learning Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO in our school is: Mrs Jackson

Who will:

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Oversee day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advise on a graduated approach to provide SEN Support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaise with parents of pupils with SEN
- Liaise with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with the Principal and school governors with regards to reasonable adjustments and access arrangements
- Organise staff training

The Principal: Ms Jane Bromley

She is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Principal will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

The SEN Trustee: Tom Shaw

The SEN Governor: Sophie Gregory

They are responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Principal and SENCO with regards to SEN within the school.

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

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the personal learning plan, which details the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an personal learning plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Our school adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation of the environment will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4) How will both you and I know how my child is doing, and how will you help me to support my child's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at the beginning and end of the day.

- Your child's progress will be continually monitored by their class teacher.
- Their progress will be reviewed formally and assessment tracked with the Principal and SENCO every term in reading, writing and maths. Through parents' meetings and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each EYFS and each key stage (i.e. at the end of Reception, Year 1 for phonics, Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an SEN targets set by outside agencies specific to their needs with the intention of accelerating learning and addressing individual needs. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with the pupil, their parents, and all adults involved with their education.
- The Principal and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny 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.

The school delivers Parent workshops for the core areas of learning e.g. reading/phonics. These are in line with school's Improvement Priorities and/or in response to parent voice.

We send regular class and whole school newsletters with information about things that have happened. Also extra information can be found on the Class DoJo app, and on the school website. In addition to this, where necessary we sometimes communicate via home/school link books for individual pupils.

4b) What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum (Jigsaw) to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / play partners
- Good to Be Me groups
- Lego therapy sessions
- Buddy system
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice
- Sessions with the School Counsellor
- Support from the Learning Mentors - trained to support pupils' mental health
- Therapeutic gardening
- Sessions with the Behaviour Therapist

The academy's Behaviour Policy is underpinned by positive praise with clear rewards and sanctions and throughout school the exact same rules are applied. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at our school. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Each classroom also has a grab bag, which includes emergency first aid such as epi-pens and asthma inhalers.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Year 5 and 6 pupils attend Pupil Forum with the Principal, and their views inform school developments. Pupils have input into medium term planning and the SLT carry out pupil voice questionnaires in spring term.

Prior to SEND review meetings, pupils have the opportunity to share their views.

5) What specialism services, experience, training and support are available at, or accessed by the school?

Once the school has identified the needs of SEND pupils, the SENCO and Principal decide what resources/training and support is needed.

School Provision:

- Wide range of literacy and maths interventions delivered by TA and or teacher
- ICT based reading, phonic and maths programmes
- Lunch time nurture groups to support children with social development.
- Makaton used and supported with symbols on visual timetables and personalised key rings
- Staff who understand how to support pupils with autism
- Staff who are trained to support pupils with mental health concerns
- An assessment system designed to track the small steps of progress which children with SEN make (*upgrade to electronic 'B Squared' system – staff training Feb 2022*)

Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)
- Behaviour Support Team
- Intensive Support Team

Health Provision available:

- Community nurse
- Physiotherapy and occupational health advice
- CAMHs
- School counselling sessions
- Teacher of the deaf

6) What training are the staff supporting children and young people with SEND had or are having?

- Routes to Inclusion
- Team Teach
- Proprioception
- Mental Health First Aid
- Use of B Squared assessment system
- Autism Education Trust
- Intensive interaction (led by Autism team)

- Supporting pupils with SEN in whole class literacy sessions

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

At our school, we believe all learners are entitled to the same access to curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. For some pupils, trips and educational visits are planned specifically for them.

Please contact us if your child has any specific requirements for off site visits and activities.

8) How accessible is the school environment?

Please see accessibility plan

9) How will the school prepare and support my child to join the school, or to transfer to a new school or the next stage of education?

New pupils to our school

Nursery pupils and parents visit the setting and meet to discuss the child's needs.

Reception staff will meet with parents prior to pupils starting school - there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Children joining the school in-year, have an induction meeting prior to enrolment.

The parents of children who have additional needs may arrange additional meetings with the Principal, SENCO or teacher to aid their child's transition to our school.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. We work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Spring Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

10) Provide examples of intervention, equipment, resources that schools may allocate to match children's special educational needs?

- Small group
- Adapted furniture
- I.T. equipment or programmes
- Adjusted timetables
- Visuals
- Sensory toys
- Ear defenders
- Intimate care
- Microphones/ recording devices
- Small group rooms/ work stations
- Enrolment in the enhanced provision for pupils with high level needs (Nest)

11) How is the decision made about what type and how much support my child receive?

The school budget includes money for supporting children with SEN.

The Principal decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the Trust, on the basis of needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have been already been used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs.

The Principal and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and 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 school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12) How are parents involved in school? How can I be involved?

At our school, we value the importance of building positive relationships with parents and families within our school community. Where a pupil is identified as needing Personal Learning Plan, parents are offered the opportunity to be part of the assessment and review process.

13) Who can I contact for further information?

The Governors have adopted the local authority's complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Principal. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Education Department at the Local Authority.

The complaints policy is available on the Raleigh Education Trust website

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors and staff.

If you have any comments, please contact Ms Bromley (Principal), Miss Johnson (Deputy Principal) or Mrs Jackson (SENCO).

10.2 Appendix 2: Graduated Approach

