

Zouch Academy



Special Educational Needs Information Report

Contact Details

Address	Zouch Academy Wavell Road Tidworth Wiltshire SP9 7JF 01980 842293
Website	http://zouch-academy.twhf.org.uk
Point of contact	Mrs Becky O'Brien - Principal
Type of provision	Primary Education
Admission arrangements	Via Wiltshire County Council
SEND Coordinator	Mrs Becky O'Brien – bobrien@zouch.wilts.sch.uk
Inclusion Manager	Mrs Jackie Udale – judale@zouch.wilts.sch.uk

What is the Information Report?

Under the new legislation of the Families Act 2014 every school and academy has to display their offer of Special Needs Provision and services available.

What is our SEND Information Report for?

The Information Report is our way of providing parents with information about how children with additional needs are provided for in our school. At Zouch Academy we welcome working with parents, as your child's education and overall welfare is important.

Our Commitment:

- ❖ At Zouch Academy we recognise that EVERY child has the opportunity to be successful with their learning and achievements and that they can achieve their very best.
- ❖ Ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum.
- ❖ Ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
- ❖ Recognise and record students' strengths and successes to encourage a positive self-image.
- ❖ All children are valued as individuals and are encouraged to be independent learners. They are given the best opportunities to fulfil their potential, including those who may face barriers to their learning.

This document will help you understand the types of support that we offer at Zouch Academy.

What are the areas of special educational need?

There is a wide spectrum of special educational needs that are frequently inter-related. The SEND 0-25 Code of Practice describes difficulties under four broad headings. Children and young people may have needs in the areas of:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical**

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

At Zouch Academy we share information about the additional needs of individual children at transition meetings before they enter Reception. For in year transfers we contact previous schools, wherever possible, for information. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance parents should speak to the class teacher, this can be an informal chat about your child or you can contact school to make an appointment to see your child's class teacher, and/or Mrs O'Brien (Principal) or Mrs Hargreaves (Vice Principal) The identification of special educational needs (SEN) may also arise as part of our usual practice of teachers meeting with senior leaders on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings.

School resources are used to target support at every level for children who are experiencing difficulties.

How will school staff support my child?

The class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school Inclusion Manager or SENDD Coordinator where necessary. The teacher will discuss with you any support that they think is needed that is additional and different to what we would offer to children as part of our usual practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services then the Inclusion Manager will talk to you about this and seek your permission to proceed. The Inclusion Manager then becomes the lead person for working with outside services, supporting you and keeping you, and everybody in the team around your child, informed of key events and information.

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

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. Your child is then able to learn at his/her own level and make the progress he/she needs to make. Children learn in different ways so different learning styles are recognised and included in teaching. Multi-Sensory methods are often used.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In the classroom or outside;
- By a teacher or teaching assistant who has been trained to run these groups;
- By a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through a Support Plan or an Education, Health and Care Plan (EHCP) – also known as a 'My Plan' in Wiltshire. This means your child will have been identified by the class teacher and SEN Team as needing a particularly high level of individual or small group support and agreed by the Wiltshire SEND Team.

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

We look forward to working with you to help your child. We will talk to you about how we help your child. Some of this will be written down on the education plan. We like to hear what works for your child and we will make suggestions as to how you can help too.

These are some of the ways we communicate; the most important thing is for you to talk to the class teacher if you are concerned.

Informal conversations between parent/carers with the class teacher. We welcome your feedback and comments.

Informal conversations between parent/carers with a teaching assistant who works with your child.

All children have a reading booklet for home and school to record details of the child's reading.

For some children we may use home/school diaries or behaviour charts.

If a child is identified as needing an individual School Based Plan to support their education then parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, usually three times a year or more if needed.

Formal reports sent home twice a year.

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

The school's core work is ensuring the well-being of each child, through care, support and guidance in class and around school. This includes;

Our Values Curriculum, in which all adults try to model good behaviour to children, as well as teaching through lessons and assemblies.

Personal, Social and Health Education curriculum

Enrichment activities (Clubs and activities to broaden life experience, for example Sports and Music)

School Council

Medical care plans/ personal care plans

A number of staff are trained in First Aid who cover all areas of the school, all ages of children and the whole school day.

Any physical intervention is recorded appropriately according to safeguarding and LA guidelines and is reported to parents.

Inclusion Manager

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

There are a range of agencies that work with our school. These include the Education Psychology Service (EPS), Specialist Support for Educational Needs Service (SSENS), Behaviour Support Service (BSS), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy Service, the School Nursing Team/Community Child Health and the Child Development Centre. Also Occupational Therapy and Children's Services when appropriate.

We provide Time to Talk Counselling Service; a counsellor attends school on a weekly basis to support relevant children.

Parent Partnership

Family Contact Point

Children's Centre

Looked After Children Education Services (LACES)

Advisory Teacher for Physical Disabilities

Hearing Impairment advisory Service

Visual Impairment advisory service

Wiltshire Parent Carers Council

Young Carers

Youth Offending Team (YOT)

You can find out more about the full range of services who work with schools at:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/sensupportservices.htm>

What training have the members of staff supporting children with SEND had, or are having?

We have a rolling programme of training and support for staff, based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans is organised as needed.

Many of our staff have undertaken specialist training, this includes:

One ELSA (Emotional Literacy Support Assistant) who delivers bespoke support sessions to pupils from all year groups requiring this area of support

Two HLTA's who deliver a range of interventions including Back on Track Numeracy programme, handwriting, punctuation and other literacy support.

One TA trained in supporting English as an Additional Language in the classroom.

Two TA's trained to deliver Rapid Reading Programme.

Staff trained in the delivery of Speech Therapy Targets

One TA's trained in delivery of Narrative Therapy

All TA's have attended training on supporting ADHD, ASD, Numicon and behaviour management.

In addition we are just starting the Numbers Count programme with a dedicated Maths Specialist in school.

In addition we employ a Family Support Worker who works with pupils and families to improve outcomes for the child.

We also access Children's Counselling Services through Talkabout; they provide 1: 1 counselling via a six week block of sessions.

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

Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance and a personalised support programme will be developed.

All class teachers meet with the Headteacher six times during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.

Additional assessments from outside services, such as an Educational Psychologist, Behaviour Support Specialist, Specialist Teacher for SEN or a Speech and Language Therapist, will help us decide what type of support and resources are needed.

Some pupils will also have a School Based Plan (Non-Statutory My Plan) and these will be reviewed with you three times a year. Pupils with a Statement or EHCP (Statutory My Plan) will have an annual review.

How do we provide for children with SEND?

We follow a graduated response to children's SEND.

- Wave One: Effective inclusion of all pupils in high quality lessons.
- Wave Two: Additional Targeted SEND support – through intervention planning and delivery.
- Wave Three: Specialist SEND support and intervention for pupils needing a level of support that is additional and different to that provided for the rest of the class – this may include the application for an Education, Health and Care Plan.

The support provided consists of a four – part process: Assess, Plan, Do and review.

Assess, Plan, Do, Review Cycle



Assess

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Plan

Teacher, SENDCO, parent and child (if appropriate) agree on interventions and support to be put in place. Expected impact and review are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Review of the child's progress will take place at review meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil's and parents views. Where necessary and appropriate, in conjunction with the SENDCO, support/interventions will be revised based on the pupil's progress and development.

This is an on-going cycle to enable the provision to be refined and revised as our understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. At this stage, school may allocate additional teaching assistant support and/or seek support from outside agencies. These agencies would be invited to attend reviews as appropriate. Parents would be kept fully informed.

Statutory Testing

During testing (SATs) SENDD children are provided with support appropriate to their need. This may include:

- Rest breaks
- 1:1 readers/ scribes
- A quiet, familiar place to work
- Use of ICT equipment
- Adaptations of the test/ text/ task e.g. Braille, enlarged text, coloured overlay/paper
- Any adjustments that are made are supported by being well planned and part of the regular practise and procedure for the child.

Transition to school or Secondary School

New Reception class children visit with their parents up to three times before their admission date. Reception class teachers also visit the home of every new pupil who starts in the autumn.

When children join from another primary school we transfer records and have meetings/ conference calls as needed.

Before Y6 pupils move on to Secondary schools, transition meetings take place between our school and secondary colleagues and pupils are invited to visit their new schools. Extra visits may be arranged for pupils with Special Educational Needs.

We recognise that transitions can be particularly difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. As 80% of our pupils come from military families we are very experienced in the transition of children. We have a Family Support Worker who can discuss any concerns or issues you or your child may have regarding moving. Military families can also contact the Children's Education Advisory Service (CEAS) particularly if you are being posted overseas www.ceas.mod.uk

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.
- We will make sure that all records about your child are passed on as soon as possible.

SEND Reviews

Progress for all children on interventions are monitored and reported back to parents. The SENDCo and Inclusion team will review pupil progress and decide with the parents or carers how the support should develop. Children who receive SENDD support have termly reviews with the parent and class teacher. These reviews allow the children to give their views about the additional support that they have received to support their needs. During these reviews, parents are encouraged to give a verbal response which is recorded and ask any questions regarding their children needs. If parents are unable to attend, staff will endeavour to reschedule meetings for a suitable time. If this is not possible, staff will ensure that written feedback of the review is sent home so that parents can then respond afterwards.

Annual reviews

All children who may be on an Education, Health Care Plan are subject to an annual review of needs and all information is shared with teachers and agencies responsible for or working with that child. At this review all professionals involved are invited to a meeting/ planning review which is planned and attended by the child. We will work closely with our children to enable them to contribute to these meetings.

How will my child be included in activities that take place outside school?

All children at Zouch have an opportunity to be included in all extra-curricular activities. Activities are carefully planned and all staff, where appropriate, are asked to carry out a risk assessment to ensure that all persons are safe.

How accessible is the school environment?

- We have a disability, accessibility action plan and policy that is available on request.
- FS2, KS1 and KS2 are fully wheelchair accessible.
- We have a disabled toilet large enough to accommodate changing.
- Visual timetables are used in all classrooms.
- We ensure that the learning environment is fully accessible and inclusive for all learners.

What about the health and well-being of my child?

We have qualified first aiders in school who are trained. Care plans are drawn up for children with conditions that might need regular daily medication, dietary needs, severe allergies, diabetes or epilepsy. School also has access to advice from the school nurse, Child and Adult Mental Health Service (CAMHS), Educational Psychologists and behavioural support services. Hearing and Occupational therapy teams can be contacted by referrals.

How are the school's resources allocated and matched to children's special educational needs?

The school receives money for each child in the school. In addition it receives money to support SENDD children. This is used according to the needs of the children in the school, following observation and formal or informal assessment of the children.

Also, additional funding can be requested to support higher needs children who are likely to have an EHCP. The principal and the SENDCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP.

This may include access to:

- Additional resources
- Additional learning support
- Support from outside agencies

How will I be kept informed?

The school website is a place where relevant and updated information is available for parents and carers. Class teachers post a termly curriculum letter that informs parents about what will be being taught. School hold a Parent Voice opportunity to meet and discuss school issues each term.

Working Together.

The pupils have a student council and meet to help make school decisions. The school offers three parent evenings a year and also an opportunity to attend '*Meet the Teacher*' evenings for transition at the end of the academic year. The senior team offer a coffee morning every month after assembly as well as running parent classes behavioural support. The school is working towards holds the Leading Parent Partnership Award for parent liaison work, holding events throughout the year in conjunction with the Parent Teacher Association. All children to share their views about the school in

a yearly questionnaire. This is also offered to parents. In addition, all children are able to read their annual report and give a written comment about their learning over the year.

Who can I contact for further information?

The class teacher is the first point of contact but parents are welcome to contact the Inclusion Manager or SENDCo directly about any concerns.

Useful contact details:

Headteacher/SENDCo: Mrs Becky O'Brien
bobrien@zouch.wilts.sch.uk
01980 842293

Inclusion Manager: Mrs Jackie Udale
judale@zouch.wilts.sch.uk
01980 652318

If you are considering applying for a place at Zouch Academy and your child has Special Educational Needs please telephone the Inclusion Manager to arrange a visit if you are able, where we can discuss your child's individual needs.

Other services that may help you if you are applying for a school place are:

Admissions and Transport:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions/admissiontoprimaryschool201415.htm>

Wiltshire SEND Team:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm>

To be reviewed in July 2017