



INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Fishtoft Academy, we strive to be fully inclusive.

We welcome everyone into our community and aim to support every child to reach their full potential.

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

The SENCo for Fishtoft Academy is Wendy Devine

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
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist

EWO	Education Welfare officer
LP	Learning Plan
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
TA	Teaching Assistant
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. The class teacher will discuss your child's needs with the SENCo.

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 school office.

How will the school 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 pupil and then arrange a meeting to feedback their findings. This may or may not result in further intervention/ assessment taking place.

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

In line with The Code of Practice 2015, Voyage Education Partnership identifies pupils 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/subject teacher feels that there is a need to investigate a pupil's difficulties further, they will discuss all options with parents and put a plan in place. It will follow a four-stage cycle, known as the Graduated Approach.

1. **ASSESS:** To assess a pupil's needs, the class teacher and SENCo will work with parents. They will assess the pupil and ensure individualised support is provided. If a child makes little or no progress, the SENCo and class teacher will review how they can adapt and develop support aimed at helping the pupil achieve their target. This may include a specialist assessment from other professionals, parents will be involved in this decision.
2. **PLAN:** The parents and SENCo will agree, interventions and support to put in place, expected results, how they expect the interventions to help development and a review date.
Interventions will be strategies that provide support from staff with the relevant skills and include learning activities to help achieve the expected results.
The Class Teacher and SENCo will document the planned interventions and progress.
3. **DO:** The SENCo will support the class teacher in planning the interventions and assessing the child's progress.
4. **REVIEW:** The school will work with parents to review the pupil's progress, check the effect and quality of support and decide on changes to the expected results, depending

on the pupil's development. If the targets have been met, the decision may be made to discontinue the provision.

If outside professionals are involved, the SENCo will invite them to attend regular reviews. If progress is slow, the decision may be made in consultation with the parents, to add the pupil to the school's Special Educational Needs Register.

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 pupil needs may be in the form of a specialist intervention programme, delivered by a teaching assistant 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, a teaching assistant or a specialist advisor.

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

The Academy has a SENCo who holds the National Award for SEN Coordination.

Currently, there are staff (teachers and teaching assistants) in the academy trained in:

- Diabetes- administration and supervision of insulin
- Epi-pen
- Moving and handling
- Positive handling
- Dyslexia
- Autism
- Makaton
- Speech and Language therapy
- Physiotherapy

- Injections
- Catheterisation
- British Sign Language (BSL)

In addition to these, we have in the past, been trained in:

- PEG feeding
- Hoisting

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

- Cerebral palsy
- Dyspraxia
- Muscular Dystrophy
- Autistic Spectrum Disorder
- Semantic Pragmatic Disorder
- Hypermobility
- ADHD/ADD/ODD
- Epilepsy
- Spina Bifida
- Tourettes
- Down's Syndrome
- Hearing Impairment/ Deafness
- Sight Impairment/ Blindness

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

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
- Sensory Education Support Team
- Physiotherapists
- Occupational Therapists
- Working Together Team
- ESCO
- Dyslexia Outreach.

Support from these agencies is initiated either by school or parents (depending on their referral procedures) and then liaison with school 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 has overall responsibility for pastoral care of the pupils and the Partnership's Safeguarding Lead supports schools with this pastoral care.

When a pupil 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 their need is greater, they may be given support by the Academy's Family Support Worker, the Headteacher, the Partnership's welfare team, or an outside agency where appropriate.

Attendance is monitored constantly by the academy and the Trust Education Welfare Team and rewards and certificates given for excellent and improved attendance. Where a pupil'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 pupil's SEND should not be a barrier to good attendance and as such, pupils with SEND are subject to the same attendance procedures as all other pupils.

How does the academy support Looked After Children with SEND?

The Designated Teacher for Looked After Children (LAC Designate) is Kate Harrison. The LAC Designate supports staff in the academy to understand the implications for those 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. and additional funding, advice and support from The Virtual School is accessed as necessary. Looked After Children with Special Educational Needs will have a support plan which is reviewed every term. All Looked After Children have a statutory care plan, which is drawn up and reviewed by the Local Authority. Looked After Children also have a Personal Education Plan (PEP), which is a statutory requirement for Looked After Children in educational provision. The support plan and the PEP compliment each other and are both reviewed termly by Lorraine Reed and Kirsty Deamer. 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.

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, pupils are included in decisions made on their behalf about their education. As a result, all pupils are included in target setting in their classes.

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

All pupils 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 pupils 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 pupils 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 using differentiation, teachers can ensure they are meeting the needs of the pupil appropriately therefore increasing the chance of success.

If a pupil has a physical need, then the Academy is very well-resourced to meet these needs, providing a variety of equipment for use by individual pupils e.g. iPads, scanners, 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 termly, when attainment and progress are discussed. Where children have a LP or EHCP in place, then the targets for their LPs are discussed at these meetings.

When a pupil has an EHCP, a review meeting is held, at a minimum, annually. All personnel involved with the pupil 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 pupils 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 pupils' knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what children say, what they write or activities they may complete.

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

Statutory assessments are undertaken in Foundation Stage where pupil 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 pupils in Y6.

For pupils on the SEN register, the teacher and SENCo may feel it is appropriate to assess them against the expectations of a lower year group. For example, a pupil Year 4 may be assessed against the expectations of a Year 2 pupil. For some pupils, whose attainment is below the expectations of Year 1 then the Pre-Key Stage standards are utilised.

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

All the academies run an extensive range of extra-curricular activities. In order to be fully inclusive, TA support (where available) is provided for those pupils for whom it is deemed necessary to help them access the club/activity.

When considering visits out of school, including residential ones, all individual pupil 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 school environment?

The academy is fully accessible to all. Our academy is on one level.

Where necessary, for pupils with complex additional needs, individual risk assessments are agreed in consultation with the teacher, TA 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.

Toilet facilities for disabled visitors are available in our academy.

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

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

We are proud of the inclusive nature of all our academy, and we will endeavour to ensure that all children can be admitted into our setting, 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 pupils. As such, there would be very few occasions where we would not be able to admit a child because of their disability.

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

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

When pupils join mid-year, they are provided with a buddy to help them settle into the new environment. There is close liaison with the pupil'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 pupils move from one year group to the next, the pupils will have a transition time set by the academy where they will go to their new classroom and meet their

new teacher. The SENCOs will arrange time for the teachers to view the SEND files for the pupils, so that they can familiarise themselves with the needs of the pupil and the provisions which need to be in place from September.

How can I be involved in supporting my child?

Parents are fully encouraged to work in partnership with school 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.

Parents are encouraged to support their children with their homework e.g. reading and mathematics games.

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

The SENCO supported by the SLT in each academy is responsible for monitoring the effectiveness of SEND provision within each setting. This is done through a variety of methods including: working closely with class teachers, monitoring pupil progress, learning walks and lesson observations. The Trust quality assures the effectiveness of SEND support and provision in each academy.

What should I do if I have a complaint about the SEND provision in my child's academy?

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

How can I access further information about SEND in Lincolnshire?

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

<https://www.lincolnshire.gov.uk/send-local-offer>

Who can I contact for further information?

	Name	Telephone	Email
Headteacher	Dr C Early Mrs K Harrision	01205 363139	craig.early@fishtoftacademy.net
SENCo	Mrs W Devine	01205 363139	wendy.devine@fishtoftacademy.net

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Approved on behalf of the Executive Team: