



SEND INFORMATION REPORT

Five Spires Primary Academy

WELCOME

- I am Mrs. Motorny and I am the Deputy Headteacher and Inclusion Manager here at Five Spires Academy. I carry out the role of SENDCo (Special Educational Needs and Disabilities Co-Ordinator) which involves supporting and coordinating provision for children with Special Education Needs and Disabilities (SEND).
- If you are ever concerned about your child's progress or development, please speak to the class teacher in the first instance. The teacher can then complete a referral form to request SENDCo support or advice if needed.
- If you would like to speak to me, I can be contacted via the office email: office@fivespiresacademy.co.uk or by calling the school office on 01543 223680 (during school hours).



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WHAT IS OUR SEND ETHOS AND APPROACH?

We have an inclusive ethos in all areas of school life, including teaching, learning and the curriculum. We use inclusive, targeted quality first teaching from the class teacher with adapted planning to support ALL children to access the curriculum at their level. Teaching assistants (TAs) are also used in lessons to support individual pupils or groups.

Pupils with SEND have opportunities to take part in all extra-curricular clubs and join in with trips and visits. Assemblies and the curriculum are used to raise awareness, promote diversity, and discuss issues such as bullying and discrimination.



WHAT TYPES OF SEND ARE PROVIDED FOR?



We are an inclusive school that aims to meet the needs of ALL learners. A pupil has SEND where their learning difficulty or disability calls for special educational provision; this is provision different from or additional to that which is normally available to pupils of the same age. The types of SEND that are provided for fall under 4 broad areas:

- **Communication and interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning:** Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Specific learning difficulties, affect one or more specific aspects of learning - this encompasses a range of conditions such as dyslexia and dyscalculia.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or physical needs:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.



HOW DOES THE SCHOOL IDENTIFY AND ASSESS CHILDREN WITH SEND?

At Five Spires Academy, we know that early identification of a problem leads to early help for a child which will reduce the chances of them falling behind. Information to help identify children with SEND is gathered from:

- Parents/carers and the child's views
- School staff
- School-based assessments
- Previous educational settings
- Tracking information and pupil progress meetings – is the child performing below age expected levels?

Additional advice/assessments may be gathered via referral to outside agencies such as:

- Speech & Language Therapists
- Paediatricians
- Occupational Therapists & physiotherapists
- Social Care
- Educational Psychologists
- School Nursing Service
- Early Help Team





WHAT NEEDS DOES THE SCHOOL CATER FOR? WHAT PROVISION IS MADE FOR PUPILS WITH THESE NEEDS AND HOW DOES THE SCHOOL KNOW THAT THE PROVISION WORKS?

Cognition & Learning QFT Strategies	Communication & Interaction QFT	SEMH QFT Strategies	Sensory & Physical QFT Strategies
Clear targets for 'Next Steps'; building on what pupils can already do	Increased visual aids including use of a visual timetable	Clear, consistent reference to behaviour charts/Life Values with praise/reward	ICT ease of access settings e.g. magnifier
Make explicit links to prior learning and recap key learning points throughout and at end of lessons (overlearning)	Eye contact or pupil's name used to gain attention <u>before</u> giving information or instructions	'Catch' pupil 'being good' and provide regular, specific praise/reward. Use of Brilliant Book	Coloured overlays or different coloured paper. Coloured background on interactive whiteboard screen
Instructions given in small chunks with visual cues	Key words/vocabulary emphasized when speaking and displayed visually	Give classroom responsibility to raise self esteem	Consider lighting – natural and artificial
Opportunities to work with a scribe, in small groups or using ICT.	Minimize use of abstract language, idioms etc	Use of 'now/next' or 'first/then' board with visuals	Ensure appropriate print size photocopies
Ask pupils to explain tasks to clarify understanding	Information or instructions in manageable chunks	Play calming music/sounds where appropriate	Consider seating – in front or close to the board/resources/teacher
Minimize copying from the board: copies for individual pupils where needed	Simple checklist/task lists with visual cues. Start/finished tray	Communicate in a calm, clear, consistent manner	Keep background noise/distractions to a minimum
Additional thinking time or time to complete tasks	Delivery slowed down with time given for processing	Use post-its for questions rather than interruptions	Repeat contributions from children that speak quietly
Key words/vocabulary clearly emphasized and displayed in room	Clear modelling of what is expected to support auditory processing	Interactive strategies e.g. holding up answers, come to front to take a role etc	Face pupils when speaking and keep hands away from mouth
Use alternative ways to record learning – mind maps, voice recorders, ICT, writing frames, sorting, scribe	Non-verbal feedback system to demonstrate whether something has been understood. E.g. thumbs up	Visual timer used to measure and extend time on a task	Left handed and right handed pupils not next to each other with adjacent hands
Learning buddies/talk partners/3 before me	Use of Talking Partners to encourage, but not replace, verbal responses	Quiet area or safe space available for calming/working if needed	Sloping desk stand if appropriate
Alphabet strips/phoneme mats/key spellings on desk	Effective use of questioning and encouraging children to ask and answer questions	Alternative seating for tasks/carpet time, or wobble cushions if needed	Lined paper with sufficiently wide spaces
Whiteboards/pens available to make notes, try out spellings, record ideas & remember	Range of multi-sensory approaches used to support spoken language e.g. pictures, concrete apparatus, role-play, artefacts	Use of fiddle toys for anxiety/calming	Read aloud as you write on the board
Multi-sensory resources used	Quiet, distraction free workstation available if needed	Provide opportunities to demonstrate skills and build self-confidence	Use of ear defenders
Pre-teach key vocabulary	Parents advised of new vocabulary so it can be reinforced at home	Consider seating arrangements – focus on triggers, self esteem etc	Use of sensory toys for calming/provide sensory breaks
Clearly presented text and fonts with tasks/resources adapted to suit ability	Ensure preferred methods of communication are shared with key staff	Provide movement breaks/brain breaks	Use of weighted blankets
Model and scaffold learning and teach/model memory techniques	Model good language and extend vocabulary	Ensure that tools/equipment/concrete resources are easily at hand	Pencil grips/left handed scissors/rulers with handle

All children should be able to access high quality first teaching in their class. Our teachers work incredibly hard to adjust the learning in their class to meet the varying needs of all pupils. Staff, parent and pupil feedback, monitoring, reviews of targets and progress along with specialist assessment from external agencies help us to assess if this provision has worked.



HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? INTERVENTIONS

All work within class is adapted so that all children are able to access it according to their specific needs. However on occasions further support is required.

If quality first teaching is not enough to meet a child's needs, then we put in place time-limited, evidenced-based interventions to target skills that we have identified as being delayed in developing for a child. The aim is for the child to catch up to be age-appropriate with that skill. If this does not work, then we put in place personalised curriculums or provision on an individual basis to meet a child's individual needs.



Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical
• Wellcomm • Individual Speech and Language Programmes	• Read Write Inc • Precision teaching • Lexia • EPATT	• Lego Therapy • Time to Talk • Fun Friends/Friends for Life	• Sensory Circuits • Cool Kids • Fine motor skills programmes



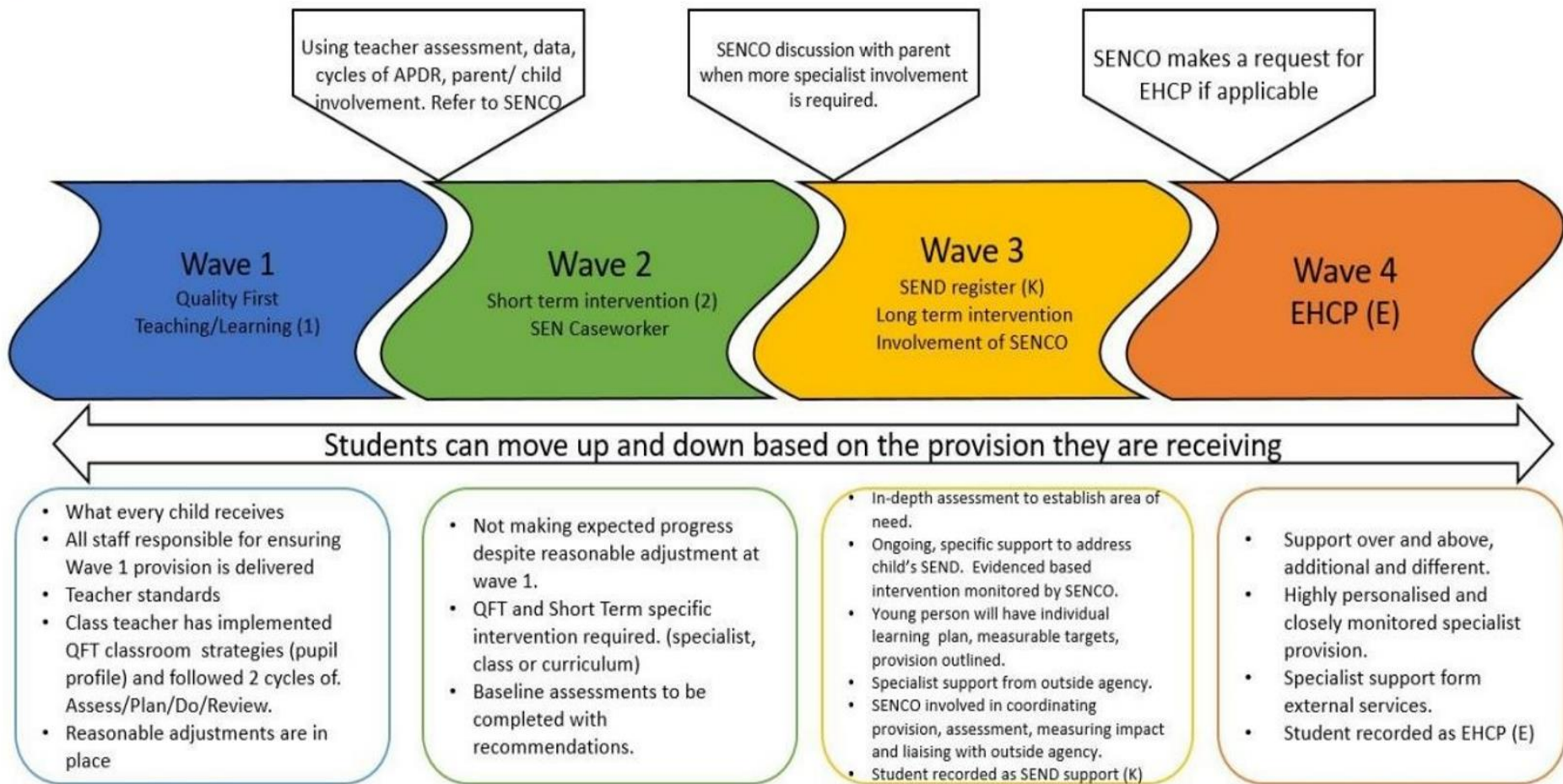
REFERRAL FOR AN EHCP

- An EHC Needs Assessment can be requested when a child has a learning difficulty or a disability and is not making the progress expected with the support that is being put in place, or the parents of the child believe that the education setting is not able to provide the help and support which is needed.
- Families and schools are encouraged to work together to discuss the provision in place for a child and decide if/when statutory assessment is appropriate. An EHC Needs Assessment is usually requested by the school but can be requested by a parent.
- An EHC Needs Assessment may result in an **Education, Health and Care Plan (EHCP)** being issued. Parents have the right to appeal against a decision not to issue an EHC Plan.
- An EHCP is a document which sets out the education, health and social care needs of a child and the support that is necessary to help them to progress and achieve their outcomes (for some this may be up to age 25).
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review meeting.



THE GRADUATED APPROACH

The SENDCo identifies children with SEND through cycles of **assess, plan, do, review**.



HOW WILL YOU COMMUNICATE WITH ME AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they will have individual targets put in to place, on a Pupil Profile, to support their needs. These will be discussed and reviewed, with staff, parents and pupils, on a termly basis. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- As a school we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year Six, using a variety of different methods.
- Children who are not making expected progress are picked up through pupil progress meetings with the class teacher and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the children's targets are reviewed the impact of the interventions are recorded.



WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN? WHO WILL EXPLAIN THIS TO ME?

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.



HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?



- At Five Spires we value and celebrate each child being able to express their views on all aspects of school life.
- Pupils, who have individual targets put in place, discuss and set their targets with their class teacher.
- Pupils with EHC Plans also complete an annual pupil questionnaire where we actively seek the viewpoints of children.
- We talk to the children regularly about their learning and progress.
- Where appropriate, children are invited to Pupil Progress Review meetings to share their views. Sometimes we collect the child's views before the meeting using different methods such as questionnaires or using pictures to communicate ideas.
- Each class also has a Pupil Parliament representative to share their views, which includes children with SEND.



HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW YEAR GROUP OR SCHOOL?

We aim to make times of transition as easy as possible for the children and young people in our school. We encourage all new children to visit the school prior to starting when they will meet their class teacher and peers and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.

When starting at our school we:	When moving to a new year group we:	When moving to a new school we:
• Meet with the child or young person and their parents to talk about their needs and answer any questions about our school. This includes a home visit in Reception. • Correspond with staff at the child or young person's previous school or setting. • Read reports from people who have worked with the child or young person. • Arrange visits to our school so the child or young person gets to see it before they start properly e.g. through a 'shared lunch' and story time.	• Class teachers and TAs receive information about the SEND children in their class, including their Pupil Profile and/or EHCP. • Relevant training/courses are arranged for teachers/TAs as needed. • Introduce the child or young person to their new teacher individually. • Provide the children with the opportunity to spend time in their new class, with their new teacher, at the end of the summer term. • We write social stories with children if transition is potentially going to be difficult. • Depending on the individual needs, we provide the child or young person with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays. • Talk to the child or young person and their family so we can answer any questions they may have about the new year group.	• Hold a Pupil Profile review and invite key staff from the new school. • Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school. • Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants. • Talk to the child or young person and their family so we can answer any questions they may have about the new school. • Transfer relevant documents.



WHO CAN I CONTACT FOR SUPPORT OUTSIDE OF SCHOOL?



SENDIASS - Staffordshire Family Partnership -

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM>

- The SEND Family Partnership (formerly Parent Partnership) is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND). They offer Information, Advice and Support about Education, Health and Social Care issues. Staffordshire SEND Family Partnership is funded by Staffordshire County Council. It operates independently as a confidential service for parents and carers of children and young people (0-25) with special educational needs and disabilities.

Contact the Staffordshire Family Partnership:

SEND Family Partnership has a telephone helpline (01785 356921) which operates during office hours. Alternatively, you can send an email to: sfps@staffordshire.gov.uk.

The office address is:

SEND Family Partnership,
Eastgate House,
Eastgate Street,
Stafford,
ST16 2NG



WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

The SENCo will work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational Psychology Service (EPS)
- Special Educational Needs Inclusion Service (SENIS)
- Autism Inclusion Team (AIT)
- Physical Disability Support Service
- Hearing Impaired Service
- Visually Impaired Service
- Behaviour Support Service
- Speech and Language Therapy
- School Nurse



We also have a range of SEND resources and equipment for use throughout the school if needed or recommended.

Resources include:

- Writing slopes
- Pencil grips
- Sensory toys
- Ear defenders
- Carousel chairs
- Wobble cushions



STAFF TRAINING

We strongly believe that staff development allows us to better understand and, therefore, meet the needs of our children. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia and speech and language difficulties. Staff training is an ongoing process.

- The SENCo is a qualified teacher who holds the National Award for SEND Co-ordination.
- We have one Level 3 SEND Teaching Assistant.
- The SENDCo attends regular SENDCo up-date meetings and forums run by the Local Authority and Reach2 relating to the needs of pupils within the school.
- Regular opportunities are given to staff to attend courses on relevant SEND topics. An up-to-date list of all the courses teaching and support staff have attended can be obtained from the school office.
- At Five Spires we have some staff trained in: Fun Friends and Friends for life self-esteem program, Hearing Impairments, Dyslexia friendly classrooms, Level 1 Autism, Precision Teaching, Demand Avoidance, Dyslexia Awareness and Lego Therapy.
- Staff training needs are also supported through Inset days, peer mentoring and coaching, modelling, observation, working with outside agencies and staff meetings.

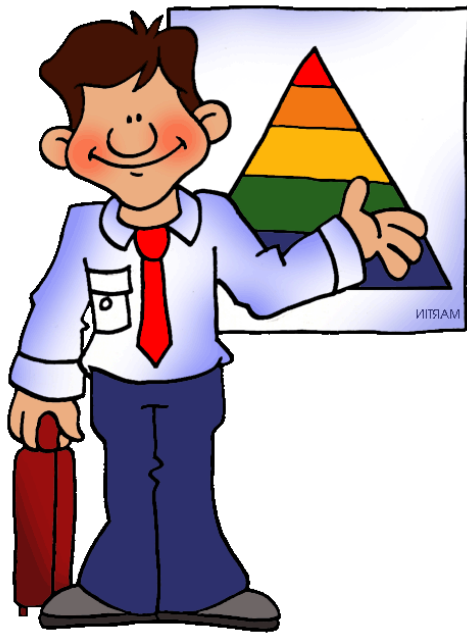


WHERE CAN I FIND STAFFORDSHIRE LOCAL AUTHORITY'S LOCAL OFFER?

- Staffordshire's local offer can be found at:
<http://helpyourself.staffordshirecares.info>
- Our SEND Policy contains more information – this can be found on our school website.



WHAT ARRANGEMENTS ARE MADE BY THE BOARD OF GOVERNORS FOR DEALING WITH COMPLAINTS CONCERNING THE SEND PROVISION MADE AT THE SCHOOL?



At Five Spires, we encourage parents to get in touch if they have concerns about their child's learning. However, if you are unhappy with the special educational provision that your child is receiving:

- Your first approach is to speak to your child's class teacher – you can visit or telephone the school office to make an appointment.
- If the problem or concern persists, the next step is to speak to the SENDCo by arranging an appointment via the school office.
- If necessary, the next step is to approach the Head Teacher, you can make an appointment via the school office. It is the Head's job to hold staff to account if things are not right, or to explain why the school is unable to meet a request. We encourage parents to share concerns early so that they do not become a problem.
- If your concerns are not resolved, please see our Complaints Policy for advice on how to proceed, this can be found on our school website.
www.fivespiresacademy.co.uk





WHO DO I CONTACT IF I HAVE GOT A CONCERN?

If you have a concern about your child the best person to talk to, initially, is their class teacher.

The class teacher 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 things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

In our school we also have a special educational needs coordinator, known as the SENDCo. The SENDCo in our school is Mrs S. Motorny she can be contacted through the school office. Telephone: 01543 223680.

The SENDCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - o involved in supporting your child's learning
 - o kept informed about the support your child is getting
 - o involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher – Mrs D. Raftery. The Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

If you are still not happy you can speak to the SEND governor. The SEND governor is Mr Stuart Agates. He can be contacted through the school office. Email: office@fivespiresacademy.co.uk (Please mark all emails FAO SEND Governor). The SEND governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

