

Listerdale Junior Academy - Report on SEN 2023-24



The Academy's SEN Information Report is part of the Rotherham Local Offer for learners with Special Educational Needs (SEN). The Local Offer can be found using the following link www.rotherhamsendlocaloffer.org The Academy's Local Governing Body has a legal duty to publish the SEN Information Report on their website about the implementation of Listerdale Junior Academy's policy for pupils with SEN.

1. How does the academy approach teaching children with SEN?

At Listerdale Junior Academy we are committed to providing high quality teaching and learning, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution and providing equal opportunities for all. Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

Within Listerdale Junior Academy we use our best endeavours to meet the needs of pupils identified as having SEN.

Our SEN profile for 2023-2024 shows that we have 11.7% of pupils identified as having SEN. 2.4% of these pupils have an Education, Health and Care Plan (EHC).

2. **Contacts**

We welcome your feedback and future involvement in the review of our offer.

Please contact any of the following;

LDJA SENCO – Laura Taylor – laura.taylor@listerdaleacademy.org

Executive Principal – Cathryn Keeton - cathryn.keeton@astoncetrust.org

Vice Principal - Laura Bint – laura.bint@listerdaeacademy.org

SEN Governor – Sarah Kilner (contact through info@listerdaleacademy.org)

he school telephone number is 01709 543719

3. **How does the Academy identify SEN?**

The SEN Code of Practice defines SEN as: -

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has 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-16 institutions.*

There are four broad areas of need which are;

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

If you are concerned that your child may have special educational needs you should contact Laura Taylor – SENCO.

4. How does the Academy assess children and young people with SEN?

A child may be identified as having SEND when he or she has significantly greater differences in learning to the majority of children the same age, or when a child has a disability (medical, emotional or behavioural) which hinders or prevents learning. A child may be identified as having Special Educational Needs, when concern has been expressed by the teacher, parent or other professional. There must be evidence for the concern. Once the child has been identified, we aim to help pupils with SEND to achieve their full potential by using a Graduated Response.

Screening

Foundation Stage profiles and Key Stage 1 assessment information is collated and considered by staff. All pupils on entry to Y3 will have standardised assessment in single word reading, reading comprehension, spelling, handwriting and maths. Some pupils may require further assessment to support progress. Support for developing literacy and numeracy is then determined.

Class Teacher Request

Staff who have concerns regarding a student may pass their concerns on to the SENDCo / Inclusion Manager and will use a Graduated Response to document a pupil's needs and support in place.

Parental Request

Parental requests can be made at any time by phone, email laura.taylor@listerdaleacademy.org or letter to the SENCO.

5. What support is available for a child with SEN?

We believe in a fully inclusive approach at Listerdale, with Quality First Teaching at the forefront for all children. Learning is carefully adapted for all needs within each classroom. Class staff teams know the profile of their class and individual needs, learning activities are planned to match identified learning needs.

Each teacher has the highest possible expectations for all pupils in their class. All teaching is built on what children already know, can do and can understand. Different ways of teaching are in place, so that all pupils are fully involved in learning within the classroom. This may involve things like using more practical learning. Specific strategies, which may be suggested by the SENCo, are in place to support children to learn. Teachers carefully check children's progress and identify any gaps in their understanding or learning which may require some extra support to help them make the best possible progress. It may also include intervention, which may be run in the classroom or a group room by a teacher or a teaching assistant (TA). Support and intervention for children on the SEN register is planned to meet their individual needs. We take a holistic view to supporting children with SEN, encouraging participation in the wider school curriculum. We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships.

6. Who are the other people providing services to young people with SEND?

The Academy maintains strong links with other bodies including;

- Educational Psychology Service
- Autism Communication Team
- Hearing Impaired Service
- Visually Impaired Service
- Speech, Language and Communication
- Health and Social care
- Learning Support Services
- SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service (Formerly Parent Partnership) can be contacted on Rotherham 01709 823627. The role of the services is to give impartial advice to parents.
- Rotherham Specialist Inclusion Team
- Rotherham Aspire SEMH OutReach Team

7. How are the teachers in the Academy supported to work with children with SEN and what training can they have?

All teachers have high expectations of student with SEN, including a commitment to ensuring they can achieve their full educational potential.

All teachers deliver high quality provision to meet the needs of children and young people with SEN.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The academy provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN.

8. What arrangements are in place for consulting parents/carers of children with SEN?

We hold an 'Open door' policy at Listerdale. Parents can contact and meet with school staff at any point within the year. We share feedback about the children's learning on an on-going basis with parents and formally at the whole school termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. Termly outcomes are set for those children with SEN and these are shared with parents, who are encouraged to be involved in the setting and reviewing of targets. Parents' views are sought and welcomed at any time. All expressions of concern will trigger a further investigation of the pupils' needs. Parents/carers will be informed of the outcome and invited to contribute and make comment. When changes are agreed to SEN status, parents/carers will be informed in writing. The Academy will inform parents/carers and children about the Local Authority's information, advice and support service.

9. What arrangements are in place for consulting children with SEN?

Positive involvement with pupils is an incredibly important part of their development. At its most effective, the education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves. We regularly consult with and involve children, where possible, in planning support for their education as part of the SEN review process.

10. What arrangements are in place for supporting children moving to another school?

The SENCO informs the new school of any pupils with SEN who are transferring, so that complete records can be sent to the SENCO of the new school. The Academy will inform the designated person for any child looked after by a local authority, if a change of school takes place. Enhanced transitions are planned for pupils transitioning from Year 6 to Year 7.

11. How are adaptations made to the curriculum and the learning environment of children with SEN including access?

All pupils at Listerdale Junior Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include; enhanced

staffing, specialist provision and equipment within the Academy including the commissioned services of Educational Psychologist, Education Welfare Officer and other specialist bodies as required e.g The Virtual School (looked after children). SATs access arrangements are reviewed and implemented as required.

The Local Governing Body remains committed to improving provision for pupils and adults who find access to and movement around the site difficult. The SENCO works closely with appropriate agencies to service the best interests of the pupils, for example, the Hearing Impaired Service and the Visually Impaired Service which assist by providing specialist equipment and training for our pupils as and when required. They monitor the progress of pupils with impairments through the school.

12. How is the effectiveness of provision made for children with SEN evaluated?

Monitoring progress is an integral part of teaching and learning within Listerdale Junior Academy. Parents/carers, pupils and staff are involved in reviewing the impact of support for students with SEN. We use a four-part cycle of *assess, plan, do, review* through which decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure outcomes. This is known as a *graduated approach*. Discussions will include what each stakeholder can do in order to make a positive contribution. Baselines are recorded which are then used to compare the impact of support

Half-termly rigorous analysis of monitoring data allows for timely review and amendment of SEN support. Parents/carers, pupils, Teaching Staff, Middle Leaders and the Academy's Leadership, along with the SENCO and the Inclusion team, regularly contribute to the evaluation of this support and its effectiveness.

13. What support is available for improving emotional and social development?

School staff work with specialists to improve the emotional and social development of pupils. Provision includes a breakfast club and safe areas for vulnerable pupils before, after and during the school day. The school council works to ensure that pupils are listened to and any concerns regarding bullying are effectively dealt with. School will seek advice from external professionals as appropriate.

The Inclusion Manager within school is a trained Emotional Literacy Support Assistant (ELSA) and takes a responsibility for supporting the social, mental and emotional needs of all vulnerable pupils in school, including those with special educational needs.

14. What are the arrangements for handling complaints for children with SEN?

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carer who wishes to discuss or make observations about the Special Needs provision for their child at Listerdale Junior Academy should: -

- a) Telephone or make an informal appointment to see the SENCo (Laura Taylor) who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- b) If the parent remains dissatisfied the complaint should be submitted formally in writing to the Acting Principal (Laura Bint) who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -
 - i) To the Chairman of the Local Governing Body (Rachel Mault) via the school (Tel. 01709 543719) or the Acting Principal (Laura Bint)
 - ii) To the LA, Nicola Rhodes (EHCP team manager) or Mary Jarrett (Head of service) (Tel. 01709 822660), Special Educational Needs Section.
- d) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

Please click on the links below to read the following policies

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