



Listerdale Primary Academy SEN Information Report

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This document should be read in conjunction with the SEND Policy which can be found on our website: Listerdale Primary Academy – SEND

Listerdale's Vision for students with SEND

With a strong commitment to ensuring all students have equitable access to a high-quality education, we believe that every child possesses unique strengths and potential, and we are passionate about creating an environment where each student can thrive academically, socially, and emotionally.

What is SEND defined as?

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

A child of compulsory Education provision age or a young person has a **learning difficulty** or **disability** if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream education provisions.

What types of need are provided for in school?

The SEN Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need but recognises that children's needs can be described using four broad areas. These are:

- Communication and Interaction Difficulties
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

Listerdale Primary Academy is a mainstream setting, not an enhanced or specialist resource. At Listerdale, we strive to make reasonable adjustments to accommodate learners who display these needs.

How do you identify students with SEND?

Early identification of SEND students is important to us. Listerdale Primary Academy will use appropriate screening and assessment tools and ascertain student progress.

Screening

Foundation Stage assessments and Key Stage 1 information regarding attainment levels is collated and considered by staff. All pupils on entry to Y3 will have standardised assessment in single word reading and reading comprehension (NGRT). Some pupils may require further assessment to support progress. These baseline standardised scores are taken at the start of every KS2 year group to be able to track children's progress.

From Foundation Stage to Year 6 the children's progress is monitored through teacher assessment, termly tests and pupil progress meetings. Pupil progress meetings are held each term; this is a meeting where the class teacher discusses the progress of each child with the Principal or Vice Principal. The shared discussion highlights any child who is 'falling behind' their peers or age-related expectations, for whatever reason, and an appropriate pathway is planned.

By the Academy's Inclusion Team

Staff within the Inclusion team are trained to identify specific SEN profiles within the four areas of need. This may be done through observation, assessment and referral to other bodies.

Parental Request

Parental requests can be made at any time by phone, e mail or letter to the SENDCo.

Class Teacher Request

Staff who have concerns regarding a student may pass concerns on to the Inclusion Manager/SENDCo.

Once the child has been identified, we aim to support pupils with SEND, to achieve their full potential by implementing a graduated response.

Who are the SEND department?

The SEND team within Listerdale Primary Academy comprises:

- SENDCo
- Inclusion Manager
- Higher Level Teaching Assistant
- Teaching Assistants
- SEND Governor

We are very fortunate to have a committed and dedicated SEND team, featuring a wealth of experience of working with students with SEND. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer <https://www.rotherhamsendlocaloffer.org.uk/> which is a list of services offered by a local authority.

How do we support students with SEND during transition?

As a feeder school for different secondary settings, SEND transition forms are completed for all students on the SEND register. All relevant documentation is collated by the Listerdale Inclusion Team and shared, verbally and/or in person with the appropriate KS3 Inclusion Teams. Where a need is identified for more formal transition meetings, these are held with parents/carers, Listerdale Inclusion Team and the onward secondary setting Inclusion Teams.

Early identification of children with SEND needs who will require an enhanced transition programme to a secondary setting is in place and supported by both secondary settings and outreach services.

If a child on the SEND register moves schools during the year their Changing Schools Records are not sent until they have been formally admitted to another school and therefore taken off our roll. The Inclusion Manager will inform the SENDCo of any students with SEND who are transferring schools so that complete records can be sent to the SENDCo. The academy will inform the designated person for any child looked after by a local authority if a change of school takes place.

How do we ensure high quality provision for students with SEND?

All our class teachers receive regular training on identifying and supporting students with SEN and are vigilant of any students who aren't making the expected level of progress in their schoolwork, emotionally or socially. This might include not making expected progress at assessment cycles, difficulties in reading and comprehension identified through assessments such as NGRT or in-class performance, writing and spelling, speed of processing, retaining information and number work.

If the teacher identifies that a pupil is facing difficulties and barriers, they will begin to explore if the child has any gaps in their learning. Where gaps are identified, the teacher will put in place wave 1 classroom strategies and support to address the concerns.

The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students' difficulties and strengths at the time, and which should be individualised to allow pupils to meet their potential.

If the school decides, in collaboration with parents/carers, that a student requires further additional support or interventions to make progress, the SENDCo will liaise with relevant staff to ensure that this happens. However, the class teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Typical SEND interventions might be:

- Short term extractions from non-core subjects.
- In class support.
- Short term periods of work with external agencies.
- Use of specific reading, literacy or numeracy programmes.

How do we evaluate the effectiveness of the provision for SEND students?

Monitoring progress is an integral part of teaching and learning within Listerdale Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of support for students with SEND. 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 pupils' needs and an evaluation of the effectiveness of the provision provided. Baselines are recorded which are then used to compare and evaluate the impact of support.

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

Children who are on the SEND register have an individual support plan called a Grid for Learning, (G4L) and these are reviewed in cycles throughout the year. Parents/carers are involved in this process. However, they can be reviewed responsively any time there are changes in support/needs/progress.

If concerns arise at any of the assessment cycles and it is discussed and decided that your child may need additional provision, we will follow the 'graduated approach' to meeting your child's SEND needs ensuring the academy are in line with the Code of Practice's requirement of Assess, Plan, Do and Review.

How do we ensure students with SEND are able to access the curriculum and the learning environment?

All pupils at Listerdale Primary Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include: enhanced staffing, adaptive practice, specialist provision and equipment within the academy, including the commissioned services of an Educational Psychologist, Education Welfare Officer and other specialist bodies as required. Our primary aim is always that pupils access a full range of lessons, and we undertake to make reasonable adjustments to the curriculum or learning environment as required. KS2 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 – see the downloadable 'Accessibility Plan' on the academy website. The Inclusion Team work closely with appropriate agencies to service the best interests of the pupils, for example, the Visually Impaired Service and the Hearing-Impaired Service who assist by providing specialist equipment and training for our pupils and staff, as and when required. They monitor the progress of pupils with impairments through the school.

All subject areas and related learning areas are accessible to all pupils, including educational visits. Where pupils have specific needs, risk assessment procedures are followed, and any additional considerations are identified and met.

How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are supported within assemblies, RHSE and Personal Development about the importance of positive mental health and how to work with other pupils.
- The School Council works to ensure that pupils have a voice, are listened to, and if any concerns are raised, they are dealt with appropriately.
- Pupil voice is collected regularly in different areas of the curriculum.
- Extra-curricular activities are available to all pupils.
- In all classrooms there is an accessible 'calm' space where children can access a variety of tools/activities
- We have a 'zero tolerance' approach to bullying.
- There is a breakfast club provision.

The Inclusion Manager within school takes a responsibility for supporting the social, mental and emotional needs of vulnerable pupils in school, including those with special educational needs.

In school interventions, such as Anxiety Gremlin, are delivered to support individuals or groups of children to improve and develop their understanding further of their emotional intelligence. For those children who require more personalised support, external support is sourced from the Aspire Outreach Team. Links with 'KOOH' have been made, who provide online, mental well-being support for children aged 10 and over and who at key points in the year visit school to deliver sessions to our Y6 pupils.

How do we maintain consultation with parents/carers?

Positive involvement with parents/carers is seen as an important part of our work with pupils. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves. The class teacher, in collaboration with the Inclusion Team, reviews SEND provision, and the child's individual progress against Grid for Learning targets, at least three times a year by communicating directly or indirectly with parents/carers by means of:

- Attendance at parents/carers evening
- Review meetings – including statutory, non-statutory and multi-agency review
- Parental request for a meeting
- Transition meetings – held at the end of the academic year

We share feedback about a child's learning on an on-going basis informally with parents and at the formal consultations outlined above we share next steps in learning, discussing ways in which parents can support their child's learning at home. Parent's views are sought and welcomed any time.

How are students involved in the process?

We recognise that no two children are the same, so we will decide support and involvement on an individual basis, with your input.

Children will be encouraged to be involved in making decisions, choices and expressing their views, at an appropriate level, according to their age and understanding. They will be encouraged, and supported, to talk about their progress and celebrate their success.

How do we work with outside agencies and support services to help meet the needs of SEND learners and their families?

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include (but are not limited to):

- Speech and language therapists
- Specialist teachers (of the Deaf or Visually Impaired)
- Educational psychologists
- Occupational therapists
- Specialist Inclusion Team
- Inclusion Support Advisory Service (ISAS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Aspire Outreach Team
- SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service (formerly Parent Partnership)

What support is in place for looked-after and previously looked-after children with SEN?

Our Principal is Sarah Reynolds. She is also our Designated Safeguarding Lead.

Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Where can I go for further information?

If you require further detailed information on the school's policy for pupils with special educational needs and disabilities (SEND), you can access this through the 'Policies' section of this website. Alternatively, contact the SENDCo via the school email address.

What should I do if I have a complaint?

In the event that parents/carers have any complaints or queries, referring Listerdale Primary Academy's Complaints Policy would be the first port of call. Listerdale Primary Academy's Complaints Policy can be found on the Academy's website – www.listerdaleacademy.org

The SEN Code of Practice (2014) outlines additional measures (on top of the school's usual complaints procedures) the Local Authority must set up for preventing and resolving disagreements.