

## Wallscourt Farm Academy – Special Educational Needs and Disability Information Report – 2019-20

The report summary is reviewed annually by the Senco, SLT and link Academy council lead Due

for review- November 2020

### **1. How does the setting know if children/young people need extra help and what should I do if I think that my child/young person may have special educational needs?**

- If your child/young person has needs that have already been identified, then information and assessments will come from the previous setting; a transition meeting will be arranged for some children, which will include parents.
- With permission, we will liaise with other professionals to gain information and understand your child's needs.
- We will ask you if your child has any additional needs prior to your child starting school. Some children may have a home visit too.
- If your child has any access needs, these are established prior to starting at the academy, where possible.
- If, together, we feel that your child has SEND then we will use a process of assess-plan-do-review to decide if they are making expected progress. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and consulted and asked for permission if we feel it would be of benefit to your child to contact outside agencies.
- If you are concerned that your child may have unidentified special educational needs that are impacting on their progress, then your first point of contact should be the child's class teacher.

### **2. How will the academy support my child/young person and how will it communicate to all staff that my child has special educational needs or a disability and the support he or she will need?**

- The role of the class teacher is fundamental to any additional needs being supplemented, supported and met. Learning is personalised by the class teacher and individual provision maps with individual targets are written for those who require them.
- Regular meetings are held between the class teacher and families to share progress; however, the SENCo may be involved in these meetings. Where further support is needed, the SENCo will contact the appropriate professional/s and involve families.
- If the child has specific needs where the teacher would benefit from extra training, in order to fully meet their needs, this will take place and specialists will be involved where necessary.
- Progress meetings are held 3 x a year and progress towards targets is monitored at least termly. There is a named SEND Academy Council member (Linda Tanner/Sue Hughes) who liaises with the SENCo and reports to the Academy Council annually. Tracking of these students is ongoing.

### **3. How will the curriculum be matched to my child's needs?**

- Equity and Excellence for all, with every child getting exactly what they need is the shared aim for all at Wallscourt Farm Academy. Quality First Teaching includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all. In any given class, teachers will support learning at different levels and different rates.
- Where full access is not possible, the class teacher may direct further support from other adults, including the Teaching Partners. This further support will aim to support and embed the learning. Information from parents/carers is welcomed to support this process.

### **4. How will both you and I know how my child/young person is doing and how will you help me support my child's/young person learning?**

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- There will be regular meetings with the class teacher to review progress as required. A report is issued once a year and family learning conferences are held twice a year, involving parents/carers and the learners themselves, where appropriate.

We welcome parents/carers contacting the academy to make an appointment to meet with the teacher if they have any concerns or want to talk to the class teacher beyond the regular open-door contact, which takes place during the learning week.

- Your child may have a home/school book where you could write down any concerns for your child's class teacher, if you were not able to speak directly to them for any reason. We also contact parents via Schoolcomms– please ensure that the academy has your up-to-date email address and mobile phone for this method of communication to be effective.

**5. What support will there be for my child's/young person's overall wellbeing?**

- In our Academy, the class teacher is the first port of call for all discussion about your child. They will discuss any concerns with appropriate members of staff.
- All the schools in the Cabot Learning Federation actively embrace the Thrive approach, which provides nurture support and develops emotional resilience.
- We have a clear behaviour and leadership of learning policy (available on this website) and access to behaviour specialists for support and advice when needed, e.g. access to the Studio and outreach provision.
- All schools have designated first aiders and a procedure for administering medications. We have access to the School Nursing Service and CAMHS. We also contact First Point, should it be appropriate to access a variety of other support services identified by need.
- Pupils' views are sought, listened to and acted upon wherever possible.
- Children have access to their Class teachers, Key person, Teaching partners or the Pupil Advocate on our Academy Council, in order to support them in voicing their views.

**6. What specialist services and expertise are available at or accessed by the setting and how do you all work together?**

- In our Academy, we have Teaching Assistants with specialisms in Dyslexia, Speech and language, support for children with ASD, ADHD, Attachment needs and licensed Thrive Practitioners.
- There is also access within the Federation to an Educational Psychologist, Specialist Dyslexia teachers and assessors, a speech and language specialist, behaviour specialists and other therapeutic services.
- In addition, we have access to a range of specialist services as details in the responses to Question 5.

**7. What training and has the staff supporting children and young people with SEND had or are they having? □**

SENCOs and Inclusions Leaders across the Federation are fully qualified or are completing training and collaborate within the Federation to inform, develop and enhance best practice.

- Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND. Specific training is commissioned as required e.g. Brain injury CPD.

**8. How will my child/young person be included in activities outside the classroom, including school trips?**

- Inclusion is at the heart of the ethos and culture of Wallscourt Farm Academy. Specific Access Needs will be addressed on an individual basis- see Access Plan for further details.
- Schools assess the risks for individual children. We operate an inclusive policy to ensure access for all children and risk assessments or manual handling plans are completed where necessary.
- We have regular educational visits as well as people coming into school to support and enhance learning.
- We provide any support that is required for full inclusion as we choose visits that are accessible to all. Parents/carers are invited to join and support the school and their child on trips and visits. □ All clubs are open to all students.

**9. How accessible is the academy environment?**

- Wallscourt Farm Academy is a brand new school, at the heart of a brand new and developing community.

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- The Academy is full accessible and meets all the requirements linked to the Equalities Act and the Disability Discriminatory Act.
- The layout of the school is Open Plan, with a mezzanine, which is accessed via a lift if needed. There are pockets of space, small, medium and large which in addition to the open learning zones. Acoustic treatment, combined with a very clear culture and vision for learning ensure the environment is accessible for all. The large super classroom is also fitted with a hearing loop.  
The Access Plan and our Equality Scheme provides further information regarding the accessibility of the environment – both physical and through the curriculum.

**10. How will the academy support my child/young person to join the academy, transfer to a new setting or for the next stage of education and life?**

- The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next, across the learning journey.
- Children starting school for the first time will have the opportunity to visit Wallscourt Farm Academy in small groups with their families. Practitioners also take time to visit the children in their nursery settings in the Summer term. We also hold a picnic in the summer term before the September start, and a home visit will take place for all children at the start of the new academic year. Home visits may also be arranged for children starting with SEND – the SENCo will liaise with you on this.
- For children moving on to Secondary school, there will be opportunities for them to visit their new school. The SENCo will liaise with the new setting as appropriate. If the child has SEND, then additional meetings will be arranged in advance. SENCos from the secondary schools will be invited to the appropriate Annual Review to prepare the student for the transition.
- We recognise that there are children who find yearly transition tricky and these are provided with extra support as appropriate to their needs. Parents/carers will be fully involved and we value your input at any point in this process.

**11. How are the academy's resources allocated and matched to children's SEN?**

- Schools receive funding for all children including those with Special Educational Needs and Disabilities. Schools have a duty to ensure children's needs are met from this, including and necessary equipment. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10 000 a year.
- If the assessment of a child's needs identifies something that is significantly different from what is usually available, there may be additional funding allocated. Parents/carers would have a voice in how some of this funding is used. Families would be told if this means they are eligible for a personal budget and this money must be used to fund the agreed plan.

**12. How is the decision made about what type and how much support my child/young person will receive? □ High Quality First Teaching is the first step in responding to pupils who have or may have SEN.**

- There is an ongoing cycle of assess-plan-do-review (see question 1). From this the teaching team will use interventions to support the teaching. These interventions will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then specialists will be involved and strategies developed and put in place (see question 5 for a full list of specialist support). The impact of these changes will then be monitored according to the advice given.
- If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment, which will be reviewed annually. This process will take a minimum of 20 weeks to implement.
- Throughout this process, parents/carers will be fully involved. Meetings with the class teacher will be held and the SENCo will be involved as appropriate.



### **13. How are parents/carers involved in the academy? How can I be involved? How will you build on your equal partnerships with parent/carers?**

- We are family and community school, and would encourage you can be involved in the decision making about your child's support. You should arrange to talk to your child's teacher to discuss any concerns. We will discuss with you whether your child's understanding and behaviour are the same at school and at home and will take this into account when determining how to help your child make progress. We have an open door policy and encourage close and regular communication with families. We would encourage you to talk to us at any stage. In some cases, we make an arrangement with parents/carers to have a home – school link book to support communication about your child's learning.

We hold review meetings for children with SEND and in some cases, where appropriate, hold a formal annual review where you are invited to attend and give your views. Teachers and parents/carers are encouraged to hold as many informal meetings as are necessary to help support progress in each child's learning.

- We have the Wallscourt Farm Academy Community Cultivation Alliance and a member of our Academy Council who takes the lead on representing Families. Furthermore, we actively encourage parents/carers to volunteer in the school. We welcome ideas from parents/carers and look to implement any activities that will support and help the children in their education and learning for life.
- We set home learning challenges, appropriate to the age and stage of the children and this home learning is an opportunity to practise, review, deepen and extend learning taking place at Wallscourt Farm Academy.

### **14. Who can I contact for more information?**

- As detailed above, the first point of contact should be your child's class teacher.
- If you have any further concerns, we would encourage you to contact the Senco and Principal – Susie Weaver on [info@wallscourtfarmacademy.cabot.ac.uk](mailto:info@wallscourtfarmacademy.cabot.ac.uk)
- You could also link with the Academy Council – either the Chair of Academy Council- Linda Tanner, or the SEN Link member, **Sarah Cox** on the email address above.
- In addition to the contacts within the Academy, there are a range of other agencies and support networks available.
- The South Gloucestershire Local offer documentation can be found here:
- <http://www.southglos.gov.uk/health-and-social-care/local-offer>
- Supportive Parents can also be contacted on: - 0117 989 7725 [mail@supportiveparents.org.uk](mailto:mail@supportiveparents.org.uk)
- Southern Brooks can be contacted on: 01454 868570 [\*\*office@southernbrooks.org.uk\*\*](mailto:office@southernbrooks.org.uk)

### **15. What do I do if I am not satisfied with a decision or what is happening?**

- Your first point of contact is always the person responsible – this may be the class teacher, the SENCo or the Principal.
- Explain your concerns to them first.
- If you are not satisfied that your concerns have been addressed then contact the Academy Councillor responsible (see Question 2 and contact information details in Question 14).
- If you still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Council. Please contact the school for this to be arranged.
- If your concern is with the local authority, then please contact them directly, and inform the Academy if appropriate.
- The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit <http://www.parentpartnership.org.uk> for more information.