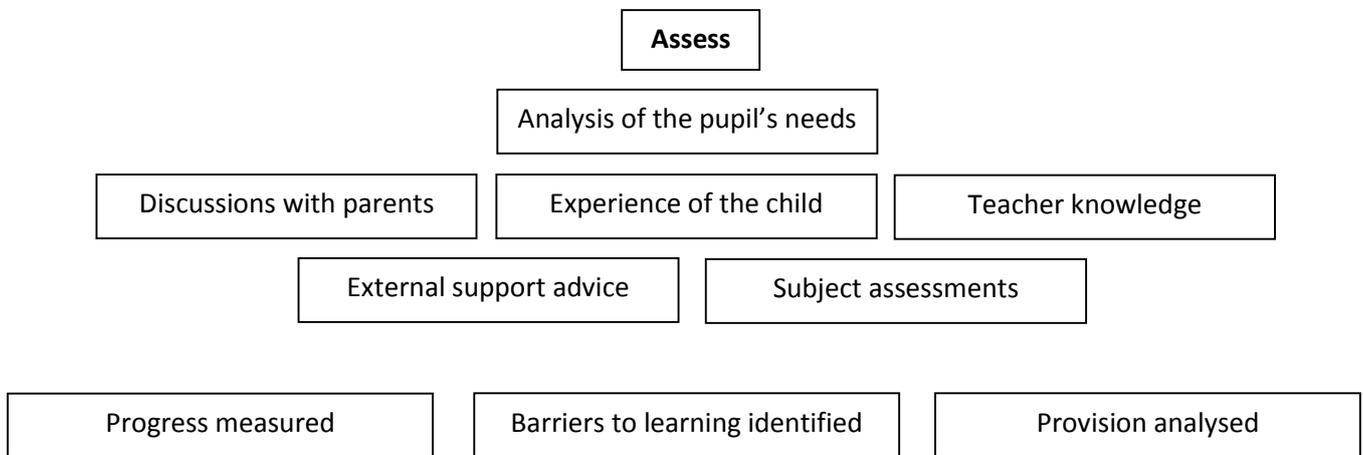




## SEN Information Report

### How will the School identify SEN?

Where a pupil is identified as having SEND, the academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of this four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

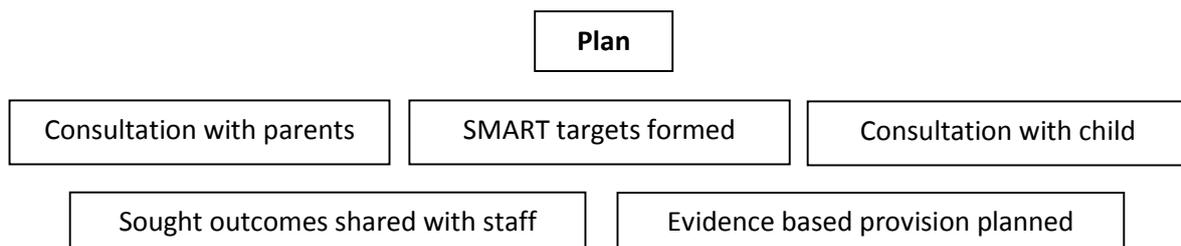


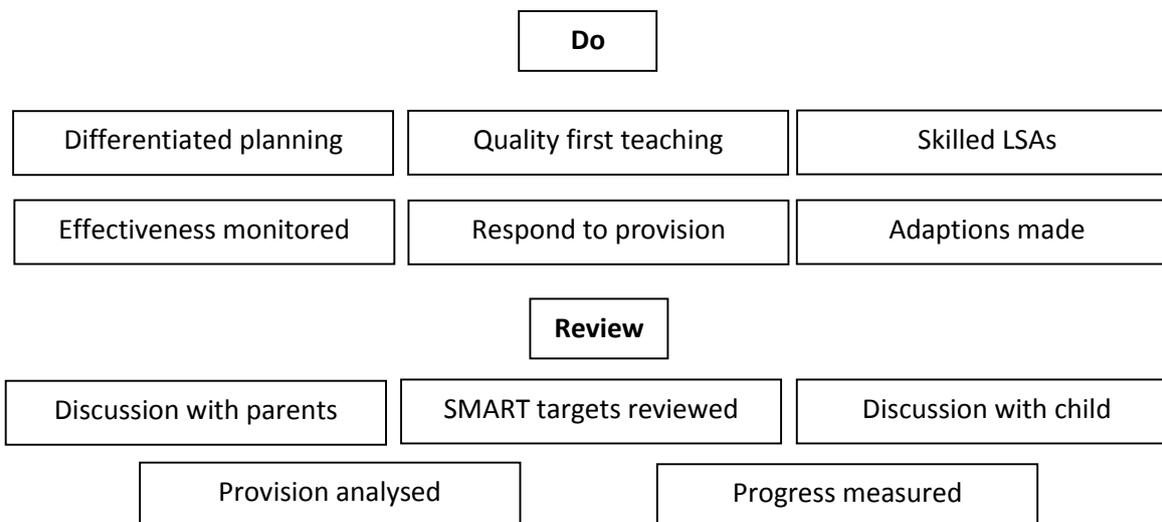
A child will be identified as having SEN and will be placed on the SEN register if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

(The SEND Code of Practice (0-25 years) 2014)



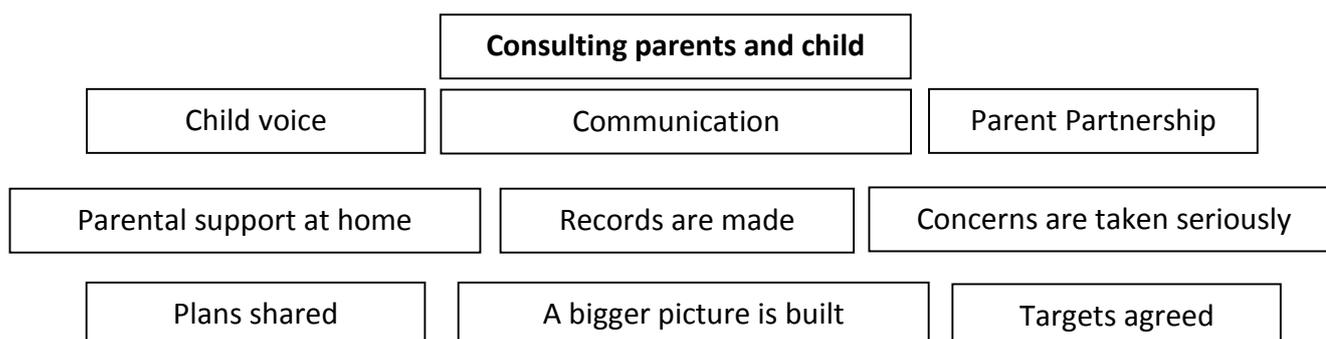


### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the academy will consider involving specialists, including those secured by the academy itself or from outside agencies. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).





## Accessibility

### How will the school meet my child's needs if they have a disability?

- All pupils have access to a 'balanced and broadly based' curriculum.
- No pupil will be excluded from any learning activity due to their impairment or learning difficulty
- Learning opportunities are effectively differentiated and the teaching styles are diverse.
- All members of staff work in a way to avoid the isolation of the pupil and will encourage peer tutoring/mentoring and collaborative learning.
- Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Alternative methods of responding or recording may also be planned for, where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where this is appropriate.
- Extra-curricular activities are barrier free and do not exclude any pupils.

### How accessible is the school environment?

#### *See also the Accessibility Plan*

- Information/recording in other formats other than print is available (e.g. if a pupil needs to use Braille).
- A range of assessment procedures within lessons are available (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.
- At All Saints Academy we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Accessibility is audited.
- Outside agency specialist advice and resources are fully integrated.
- The school has wheelchair access and a disabled toilet.

### **Social, Emotional and Mental Health Difficulties**

Children and young people 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The academy has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.



### **Arrangements for SEND and Inclusion In-Service Training**

- The SENCO attends regular L.E.A.D. SENCO meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the academy's long-term goals and the Academy Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENCO or visiting L.E.A.D. SENCO.
- All members of staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class/subject level.

### **Links with other schools/academies and transfer arrangements**

- Pre School Liaison Meetings highlight any pupils as already having additional needs. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary, the SENCO will arrange a further meeting.
- Class teachers/form tutors of pupils joining from other schools will receive information from the previous school; if there is a SEND issue, the teacher/SENCO will telephone to further discuss the pupil's needs. Pupils transferring from the academy to new schools will have a record that gives details of particular needs and additional provision made by the school. The SENCO will discuss these pupils with other schools on request.

### **Dealing with Complaints**

- If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within ten working days, the parent can submit a formal complaint to the Headteacher in writing or in any other accessible format. The Headteacher will reply within ten working days.
- Any issues that remain unresolved at this stage will be managed according to the academy's Complaints Policy. This is available, on request, from the academy office.



### **The SEN governor**

There is a local governor identified as having a responsibility for SEND who will monitor the provision and outcomes for pupils with SEND.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- The SENCO has an important role to play, with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the academy.

### Where can I find more information?

Lincolnshire Local Offer

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>