

SEND information 2017

Introduction

Kader Academy aims to meet the needs of all pupils, including those with Special Educational Needs and Disabilities, to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Details of Middlesbrough LA Local Offer can be found at:

www.middlesbrough.gov.uk/fsd or by telephoning the Middlesbrough Family Information Service on 01642 354200.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to make.

Your Child has Special Educational Needs. What can we at Kader Academy offer you?

At Kader Academy, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities.

3. Who are the best people to talk to about my child's Special Educational Need or Disability?

- The class teacher
- Parent Support Assistant: Miss L Blackwood
- The SENDCO: Miss S Howard
- The Principal: Mrs L Chalk
- The SEN Governor

School Contact Number: 01642 286599

School Email: school.enquiries@kaderacademy.org.uk

2. What are the different types of support available for children with SEND in our school?

a)

- Excellent targeted classroom teaching
- Specific group work or interventions run by teacher or teaching assistant
- Sensory room

b)

- Specialist intervention delivered by outside agencies e.g speech and language programmes, occupational therapy programmes
- Involvement with outside agencies such as educational psychologist providing advice to staff on teaching strategies

c)

- Individual support for learners whose needs are severe and/or complex

3. How can I let the school know if I am concerned about my child's progress in school?

If you have any concerns about your child's progress, you should speak to your child's teacher initially.

- If you continue to be concerned is not making progress, then contact the Special Educational Needs/Disabilities Coordinator – Miss S Howard

4. How will the school let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the school will invite you to a meeting to discuss this in more detail and;

- Listen to any concerns you may have
- Undertake additional assessments
- Plan any additional support your child may need
- Discuss with you any appropriate referrals to outside agencies e.g. speech and language, educational psychologist
- Review your child's progress

5. How is additional support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEN and disabilities.

The Principal decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors.

The Principal and SENDCO discuss all the information they have about SEND in the school and allocate training, resources and support.

If the funding provided by Middlesbrough LA is insufficient to provide for the needs of children with SEND, applications can be made to the LA for additional, exceptional funding or for funding for individual pupil support.

6. Who are the other people providing support for learners with SEND at this school?

School Provision

- Teachers and teaching assistants work with individual children or small groups, under the teacher's direction
- Teaching assistants offering support for children with emotional or social development through nurture groups
- Teaching assistants supporting and supervising play at unstructured times

Local Authority Provision Delivered in School

- Sensory Service for children with visual or hearing needs

Health Provision Delivered in School

- Speech and Language Therapy
- School nurse
- Occupational Therapy
- CAMHS
- The Bungalow Project
- Educational Psychology

How are teachers in school helped to work with children with SEND, and what training do the teachers have?

The role of the SENDCO is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Individual teachers and support staff are advised as to strategies and approaches by visiting outside agencies.

8. How will teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups in their class (including using PIVATS – Performance Indicators for Value Added Target Setting)

- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted and differentiated, on a daily basis if needed, to meet your child's learning needs.
- Support staff are deployed to support the needs of your child within lessons devised by the class teacher.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by the class teacher.
- His/her progress will be formally reviewed by the The Senior Leadership Team and SENDCO every term in reading, writing and maths.
- A more sensitive assessment tool can be used (PIVATS), which shows their progress in smaller steps.
- At the end of each Key Stage (year 2 and year 6), all children are required to be formally assessed using SATS (Standard Assessment Tests). These results are published to parents and nationally.
- Your child will receive an annual written report accompanied by details of current attainment levels in maths, reading and writing.
- Your child will have a support plan which details the specific targets your child needs to meet. These targets are often based on advice from outside agencies following more detailed assessments. These targets are reviewed with parents and children at least twice a year.
- The progress of children with a statement or Education Health Care Plan/One Plan will be formally reviewed at an Annual Review with all adults and agencies involved.

10. How are parents involved in the process of reviewing their child's progress at Kader Academy?

- The class teacher is always available to discuss your child's progress – please ring or call into the school to request a telephone consultation or meeting.
- The SENDCO is available to also discuss your concerns or provide further information.
- Parents are invited to two face to face parent consultation events each academic year. Progress and targets are discussed and reviewed at these meetings.

- In addition to parent consultations, where deemed useful, the SENDCO will arrange review meetings with staff and parents to discuss progress or concerns.
- Parents are always involved in reviews involving outside agencies.

11. How are children involved in the process of reviewing their own progress?

- All learners are set targets by their class teachers and are required to evaluate their progress via self and peer assessment.
- Wherever possible, support plan targets are shared with learners via a laminated sheet and discussions takes place with the class teacher about their progress towards their targets.
- During the development of support plan targets, children are asked to contribute a child initiated target which is usually not academic e.g. learning to tie shoelaces or how to throw a ball. They are involved in the review of this target with the class teacher.

12. How is Kader Academy accessible?

- Kader Academy is compliant with DDA requirements.
- The school is split level with easy access, double doors and ramps.
- There is a disabled toilet in each Key Stage.
- After school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

13. How will we support your child when they are joining or leaving this school?

We recognise that transitions can be difficult for some children.

If your child is joining us from another school:

Admission arrangements for SEND pupils are non-discriminatory and do not differ from arrangements for other pupils. Please refer to the academy admissions policy for further details.

- The class teacher, SENDCO or PSA will contact and meet with parents and staff from the other school to discuss and fully understand your child's additional needs.
- Your child will be able to visit our school, meet staff and peers and stay for a taster session.

If your child is moving to another school:

- We will contact the school SENDCO and ensure that he/she knows about your child's additional needs and the details of appropriate provision. Where possible a transition meeting will be arranged to which you and your child (if appropriate) are invited. Enhanced transition arrangements will be organized for children transferring to secondary school which may involve visits throughout the year to support the transition process.
- We will make sure that all records about your child are passed on as soon as possible.
- We will remain available to the staff at the new school to provide advice or support necessary to ensure a smooth transition.

When moving classes in school:

- A transition meeting will be arranged in the summer term to which parents, current teacher and new teacher are invited. The purpose of this meeting is to share targets, strategies and advice.

14. How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured.

All classes follow a structured personal, social, health and economic education curriculum to support this development. However, for children who find aspects of this difficult we offer:

- In school nurture provision delivered by a trained parent support worker and TA.

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