



Tall Oaks Academy Trust

SEND Information Report

Special Educational Needs and Disabilities (SEND) at our school

Our Trust will make every effort to provide equal opportunities for all pupils irrespective of gender, ethnic origin, religion, age, physical ability or academic ability. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching in partnership with parents and other professionals. Additional information lying alongside this Local Offer can be found in our **SEND Policy** on our website.

Who do parents and carers talk to if they have a concern?

Please raise your concerns with your child's class teacher first or you can make an appointment to see Mrs Willis our Inclusion Leader.

How does our school know if children need extra help?

At Tall Oaks Academy Trust our children are identified as having SEND through a variety of ways including:

- Discussions with our feeder infant and nursery schools
- Discussions with parents/carers before their child starts school
- Daily assessments of children's learning in class
- Half termly reviews of children's attainment and progress which indicates if they are performing below where they are expected to be at their age
- Concerns raised by parents or child
- Termly meetings to discuss how children are progressing
- Concerns raised by adults in school such as teaching assistants
- Discussion with external agencies such as Specialised Teaching Service

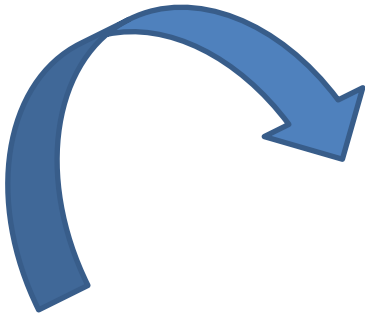
- A report from a doctor indicating a health related issue or diagnosis

What will school do to support my child?

Your child's targets will be set and their progress monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers. The process of providing support is through an Assess, Plan, Do, Review cycle:

Assess

Together the class teacher, parents and Inclusion Leader will discuss the child's needs and ensure that support is in place to match the needs. Where there is little or no improvement, a specialist assessment may be requested (with parent's consent) from outside agencies.



Review

On an agreed date, the class teacher, parents/ carers, Inclusion Leader and (if appropriate) agencies will review the effectiveness of the support and the impact on the child's progress. Where an Education Health Care Plan (EHCP) is in place this must be reviewed as a minimum every 12 months.

Plan

Together the class teacher, parents/ carer and Inclusion Leader will agree support, interventions, expected outcomes and expected impact on progress, development or behaviour as well as a date for reviewing the plan. Support for contributions at home will be discussed too.

Do

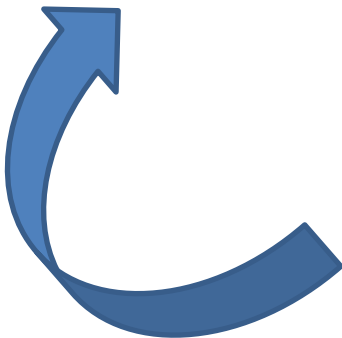
The class teacher, with support from the Inclusion Leader will oversee the implementation of support which could include:

In class support: Teachers differentiate tasks or activities to meet a child's needs.

Small group support: children with similar needs may form a small group to work on a specific target.

1:1 support: an adult may work for short periods of time on specific targets with a child.

Outside support: usually done on 1:1 basis with a specialist in the field, such as behaviour support.



Who will support my child?

Your child's class teacher will plan and assess your child's learning whilst our Inclusion Leader oversees all support and achievement of any child requiring additional support across the whole school and supports individual teachers with provision and assessment. Teachers, Higher Level Teaching Assistants (HLTA) or Teaching Assistants (TA) will work with your child either individually, part of a group or on a whole class basis to support your child.

How is the decision made about what type and how much support my child will receive?

The class teacher alongside the Inclusion Leader will discuss the child's needs and what support would be appropriate, effective and possible. Different children will require different levels of support in order to close the gap between where they are and where they should be. Alongside this are the myriad of expectations related to behavioural barriers and individual medical diagnoses which may need additional support. This will be through on-going discussions with parents.

How regularly is the support reviewed?

The intervention is managed and monitored by the Inclusion Leader through the 'Provision Map' which is updated every half term. The provision map is presented under the four main SEND headings and interventions are implemented to support these areas, for example:

Area of SEND Need	Example of Intervention
Cognition and Learning	Toe by Toe (a 1:1 multi-sensory approach to reading) Precision Teaching (a 1:1 session with a targeted focus) Nessy (a computer based reading and spelling programme)
Language and Communication	First Call (a speech and language programme)
Personal, social and mental health	Nurture groups (1:1 or small groups encouraging turn taking, developing self-esteem and breaking down barriers to learning)

Physical need	First Move (a programme focussing on fine and gross motor skills)
----------------------	---

How do we know if the support has had a positive impact?

- By reviewing the children's targets and ensuring they are being met.
- The child is making progress academically against national levels and the gap is closing – they are catching up with their peers or age related expectations.
- Verbal feedback from the class teacher, parent and pupil.

Children may move off SEND support when they have closed the gap or made sufficient progress. When this happens they will be moved to a monitoring list where their progress will continue to be monitored. Again, some children may need a more tailored approach if they have specific behavioural difficulties but our aim is to ensure they can learn with their peers and have a smooth transition to Secondary Education.

How will my child's learning be matched to his/her ability?

All learning is pitched at an appropriate level to accurately match each child's individual needs. This means that in one lesson there can be up to six different levels of learning and on occasions this can be individually differentiated. This means that all children can access learning at their level.

What opportunities will there be for me to discuss my child's achievement?

You are very welcome to come in at any time to make an appointment to meet with either the class teacher or Inclusion Leader to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

Parents are invited to termly consultations to discuss your child's achievement, needs, support and next steps. If your child has SEND support they will have individual targets which are discussed on a termly basis at parent consultations.

If your child has more complex SEND they may have an Education and Health Care Plan (EHCP) which means that a formal meeting will take place to discuss your child's achievement and a report will be written.

Parents are welcome to attend weekly drop-ins in school throughout the academic year without waiting for an SEND review meeting.

How will my child be able to contribute their views?

Children who have individual targets will discuss and set their targets with their class teacher or an adult who is supporting them in class.

How does the school know how well my child is doing?

The class teachers continually assess each child's strengths and any areas where further support or challenge is needed. Children who are not making expected progress are identified through daily 'Assessment for Learning' in class as well as regular pupil progress meetings which take place between the class teachers, teaching assistants and Head of School. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to aid their progress.

When the child's SEND targets are reviewed comments are made against each target to show the progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What pastoral care is available?

Pastoral Care is the support for a child's personal needs or concerns, not necessarily just their school work. At each of our academies we have a Safeguarding and Welfare Officer (SWO). Their role is to help to remove children's social and emotional barriers to learning.

Our SWOs provide parents with emotional and practical advice as well as signposting families towards outside agencies which can offer support out of school.

How does the school manage the administration of medicines?

The school has a **policy** regarding the administration and managing of medicines on the school site. If your child has specific medical needs then please contact either your class teacher or Miss Holdsworth, our Attendance and Healthcare Officer so appropriate plans can be put into action. If needed a 'health care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.

How are the Trustees involved and what are their responsibilities?

The Inclusion Leader reports to the Trustees termly to inform them about the achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One of the Trustees is responsible for SEND and meets regularly with the Inclusion Leader. They also report to the Trustees to keep them all informed. The Trustees, along with the Business Manager, agree priorities for spending within the SEND budget with the overall aim that all children receive the support and challenge they need in order to achieve. They are also responsible for agreeing policies which relate to this area of school life.

What specialist services and expertise are available at or accessed by the school?

We access support from a range of outside agencies including:

- ✓ The Specialist Teaching Service
- ✓ The Educational Psychology Service
- ✓ BOSS (Behaviour Outreach Support Service)

- ✓ The Working Together Team (Autistic Outreach)
- ✓ Speech and Language Therapy
- ✓ Sensory Impaired Service
- ✓ Paediatricians
- ✓ Family Action
- ✓ Child and Adolescent Mental Health Service (CAMHS) ✓ Grief and Loss

How are the staff qualified in supporting children with additional needs?

Our Inclusion Leader has completed a Masters in Specific Learning Difficulties and Dyslexia. At each of our Academies we have staff trained in:

- ✓ Child protection
- ✓ ELKLAN (Speech and Language)
- ✓ Medical training for diabetes
- ✓ Paediatric first aid
- ✓ Medical training for epilepsy

How will my child be included in activities outside the classroom including school trips?

All children are given the opportunity to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Any child, not just those on with SEND support, who are deemed a risk to the safety and well-being of other children may be restricted access to school trips and visits.

How accessible is the school environment?

The Academy sites are wheelchair accessible with disabled toilets and hygiene suites.

How will the school prepare and support my child to join the school?

We have strong links with our feeder nurseries and infant schools and to ensure a smooth transition we:

- Meet your child in their current setting, whether that be at home, nursery or infant school
- Receive and use relevant paperwork from their current setting, e.g. your child's learning journey, any SEND or medical information
- Arrange visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception
- Hold parent meetings with your child's class teacher before they start school

- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher get information about how the school runs, the order of the day and a chance to visit your child's classroom
- Meet with agencies already involved with your child, e.g. Speech and Language therapists, to discuss their targets

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies) □
Class swap days where your child will meet their new teacher

How will school prepare and support my child to transfer to Secondary School?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child by:

- Organising agency support for transition, e.g. BOSS for behaviour support, The Working Together Team.
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff
- Organise additional visits to the school
- Invite the Year 7 staff and Special Needs teachers from the secondary schools to come to the last review meeting of Year 6

Who can I contact for further information?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Willis, Inclusion Leader or if it's a Safeguarding and Welfare concern then you can contact either Mrs Neal (White's Wood) or Mrs Jones (Mercer's Wood and Castle Wood). You could look at our SEND policy on our website www.talloaksacademytrust.co.uk

How can I access support?

Organisation	Telephone	Website/Email
Family Service Directory		www.lincolnshire.gov.uk/fsd
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/supportand-aspiration/

Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01427 619519	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	www.lcgl.org.uk
Gainsborough Sure Start	01427 617761	
Young Carers	01427 612096	
Youth Offending Service	01522 554554	www.lincolnshire.gov.uk/residents/communityand-living/community-safety/crime-anddisorder/lincolnshire-youth-offending-service
Addaction / Hidden Harm Counselling	01522 305518	www.addaction.org.uk