



**Orchard and Shepherdswell
Academy**

Together we will achieve

Annual SEND Information Report 2018-2019

Shepherdswell Academy's Annual SEND Information Report 2018-2019

(Written in accordance with section 69 (2) of the Children and Families Act 2014)

Shepherdswell's Vision

At Shepherdswell Academy we believe in providing all children with an education which enables them to achieve to the very best of their ability. Shepherdswell Academy is a friendly, caring and vibrant learning environment where mutual respect and high expectation produce resilient, independent learners.

We are committed to the principles of inclusion. We promote equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to work as a team and ensure that every pupil reaches their full potential through supported and differentiated teaching across the curriculum.

Shepherdswell Academy strives for our provision to meet the needs of all children; this means stretching and challenging children in the areas they are exceeding in as well as taking consideration of pupils that may require more support than others. We at Shepherdswell Academy make every effort to cater for each child's individual learning styles, needs, strengths and difficulties.

At Shepherdswell Academy we offer a Local Authority funded provision for children with social communication difficulties in the form of a specialist department. This department caters for children from Foundation to Year 2 with varying social communication needs. Pupils with an Educational Health Care (EHC) plan, including pupils in the school's Social Communication Department, receive more personalised support.

We believe that parents and carers have a central role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Shepherdswell Academy.

At Shepherdswell Academy we aim to:

- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met
- Have systems in place to ensure all teachers are aware of pupils with SEND
- Ensure that all pupils take a full and active part in school life
- Provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- Work collaboratively with pupils and parents, ensuring a strong and supportive network for each child with SEND
- Have high ambitions and expectations for all pupils including those with SEND
- Actively engage in support from the Local Authority and outside agencies

Shepherdswell Academy's provision for Special Educational Needs

The Special Educational Needs and Disability (SEND) Code of Practice (2014) identifies four broad areas of SEND which provide an overview of the range of needs that are planned for at Shepherdswell Academy.

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

In many cases, pupils may have needs that cover more than one of these key areas. The needs of the whole child are considered alongside the provision required to support the pupil's Special Educational Needs and/or Disability. This ensures that the most appropriate provision and intervention is put in place to support the pupil at the earliest possible point.

Where more specialist support and provision is needed, or where a pupil has an existing EHC Plan, we will work closely with families and external agencies to secure the provision that meets each child's individual needs.

Shepherdswell's Social Communication Department

Children are allocated a place in the school's Social Communication Department by the local authority. It is a requirement of the authority that the child has an EHC Plan and that the child's main area of need is Social Communication difficulties. At present, Shepherdswell Academy is able to cater for six children. Within the department there is a specialist teacher and a team of teaching assistants with a range of specialist knowledge, experience and training. Children in the school's department provision also receive regular Speech and Language support delivered by the school's team Speech and Language Therapist (SALT).

The aims of the department are to provide a structured environment in order to meet the needs of all the children and ensure they make the best possible progress in all areas of their learning. We aim to support our children to integrate with the mainstream children on the playground and to include in mainstream lessons where they can be successful and achieve.

Within the department, we follow the principles of TEACCH, which aims to promote a child's independence in all areas by providing structure and clarity. We work with the children on their communication skills, self-help skills, social skills and other life skills. The children's learning also covers the Early Years and Key Stage one National Curriculums, including reading, writing and maths, through personalised and differentiated activities and sessions. The learning pathway of each child is individualised and bespoke to their needs. The staff work closely with each child to ensure that their physical environment, visual environment and differentiated learning approaches work to build on each child's strengths and support the children to achieve to the best of their ability. In support of this, we are able to offer a small 'Soft Play' area and a 'Sensory Room' within the department, as

well as a 'Group/Messy Play Room' and an enclosed outside learning environment which is set up daily to provide learning and play opportunities, and sensory circuits and integration activities.

How does Shepherdswell Academy know if pupils need extra help and what should I do if I think my child may have Special Educational Needs?

Shepherdswell Academy liaises closely with each pupil's early years or nursery provision in order to prepare, support and appropriate provision for a smooth transition for each child. For those pupils who are new to the country or Milton Keynes, we will allocate support to ensure they too have a smooth transition; ensuring their start at Shepherdswell is a happy and positive one. We also have a close working relationship with external agencies with whom children and families may have had contact or support i.e. the speech and language team, specialist teaching team, school nurse, diabetic nurses, therapists etc. This ensures that we have a bank of knowledge and support strategies in place for the pupils receiving additional support.

Throughout the academic year class teachers oversee assessments on a half termly basis to monitor the progress of all children. Half termly progress meetings are held between the Senior Leadership Team, which includes the SENDCo, and all the class teachers. During these meetings, the progress of pupils across the school is discussed. The focus is then on the children that have been identified as making less than expected progress or those that have social, emotional and mental health difficulties that could be creating barriers to their engagement and participation in learning. Once the identification has been made, appropriate strategies can be suggested and then put into place, for example, smaller group teaching in order to address any specific areas of difficulty, visuals, individual rewards, behaviour strategies and nurture groups.

Shepherdswell Academy operates an open door policy. We actively welcome parent/carer involvement and where decisions are made, they are made in conjunction with both the parent/carer and the pupil concerned.

A child's class teacher is the initial point of contact for responding to parental concerns. Informal discussions with the class teacher are welcome at the end of the school day or appointments can be made for more detailed conversations to address any concerns. As appropriate, information will be shared with the SENDCo and a follow up meeting will be arranged if necessary. Every half term, class teachers at Shepherdswell Academy meet with parents of children with SEND to review the children's progress, targets, strategies and interventions. At these meetings, parent/carer input is significant in setting new targets and provision. These meetings are in addition to the usual termly parent/carer consultations.

Parents/carers can also ask to directly speak to:

SENDCo/Communication Department Specialist Teacher: Sarah Champion

Intervention Teacher: Sophie Bonici

Pupil Attendance and Family Liaison Officer: Elaine Noctor

Principal: Jonathan Cursley

Early Years and Foundation Stage Manager: Stephanie Hartwell

Key Stage 1 Manager: Rachel Margeurite

Contact Details:

School telephone 01908 665418

School email: office@shepherdsowell.milton-keynes.sch.uk

School website: www.shepherdsowellacademy.co.uk

How will Shepherdsowell Academy support my child in the mainstream?

Your child's class teacher is responsible for planning learning outcomes which are appropriate to your child's needs and will differentiate activities accordingly.

Where you have concerns regarding your child's progress or attainment, your child's class teacher will liaise with the SENDCo. During this meeting the teacher will discuss concerns regarding your child and strategies will be suggested. In Foundation and Year 1, a transition half term is given for your child to settle into the new stage of learning and the expectations that come with this. If concerns remain, these are raised at progress meetings and a School Concern Form is completed to outline concerns about your child. A Provision Passport is also completed by the class teacher to give your child a voice about how they feel about their learning. The class teacher will set out targets and support or strategies that will be implemented with the support of the SENDCo. The class teacher will discuss any concerns and targets with you, the parent/carer and with your agreement your child will be placed on the School Watch list with a clear Plan, Assess, Do, Review cycle to monitor their support and progress. In Year 2, a School Concern form and pupil passport can be completed earlier in the academic year at the class teacher's discretion and in liaison with the parent/carer and the SENDCo.

After a set period agreed between the class teacher and the SENDCo, normally six weeks, the strategies and impact on your child will be reviewed. When the suggested strategies have been implemented by the teacher but concerns continue, the class teacher with the support of the SENDCo, will complete a First Assess Communication Tool (FACT) or FACT Plus assessment. This will be in cases where the difficulties for your child are not diminishing and/or they require bespoke teaching and learning for them to be able to access the curriculum fully. Your child and you, as their parent/carer, will continue to be central at review and target setting meetings. At this point it may be felt necessary for your child to be put on the SEND register to further support their learning and progress. If your child is making progress with support and strategies in place, they will remain on the School Watch list.

If a class teacher assesses that your child has specific learning needs and/or difficulties in their learning, they may be supported in a small intervention group. This group will be run by the intervention teacher, class teacher or teaching assistant. The length of time each intervention group will run for is dependent on need. However, groups are planned for at least half a term in the first

instance. An intervention's effectiveness is reviewed half termly through identifying the impact it has had on expected outcomes set at the beginning.

The Provision Passport, FACT or FACT Plus will be used to regularly inform teaching strategies and to set short term outcomes for your child on the school's School Watch list or SEND register. These will be reviewed every half term and a meeting to support the review will be held with your child and when appropriate you, as their parent/carer. In addition, internal monitoring arrangements such as Pupil Progress Meetings are held every half term. During this meeting, your child's class teacher and a member of the Senior Leadership team (SLT) will discuss the progress of all the pupils in the teacher's class. This shared discussion may highlight any potential concerns and will identify where further support needs to be planned.

How will I know how my child is doing and how will you help me to support my child's learning?

As a school we operate an open door policy and encourage parents to talk to us about how their child is progressing at Shepherdswell Academy. Our SENDCo is easily contactable via the school office, by telephone or email and always responds to parents' correspondence as swiftly as possible.

Each term, class teachers will hold a parent consultation meeting to discuss your child's progress. This will highlight strengths and areas of improvement across the curriculum.

Children highlighted as School Watch

If your child is listed on the school's informal 'School Watch', they will have their Provision Passport targets and outcomes reviewed half termly during parent teacher School Watch review meetings. General information about your child's progress and attainment will be discussed at the termly parent consultation meetings.

During all meetings, your child and parent/carer views will be asked for and considered when provision is being planned for. Areas for development and support both at home and school will be discussed. Ways in which a parent/carer can also support your child at home will be discussed and recorded on your child's Provision Passport. It is expected that the school and home will work closely in order for your child's needs to be met.

Children on the school's SEND Register

If your child is listed on the SEND register, they will have their Provision Passport, and where appropriate FACT/FACT Plus/SALT targets and outcomes, reviewed at least half termly. All progress towards individual outcomes is reviewed with your child and you, as their parent/carer, half termly during SEND review meetings. General Information about your child's progress and attainment will be discussed at the termly parent consultation meetings.

During all meetings, your child and parent/carer views will be asked for and considered when provision is being planned for. Areas for development and support both at home and school will be discussed. Ways in which you can also support your child at home will be discussed and recorded on

your child's Provision Passport. It is expected that the school and home will work closely in order for your child's needs to be met.

In addition, your child's class teacher is available at the end of each school day. Appointments can also be made to speak in more detail to the class teacher, SENDCo or other staff members should this be required.

Where external professionals are involved, parents/carers will be invited to meet and share information. Suggestions and programmes of study are usually provided by external professionals which can be used both at home and school. Shepherdswell Academy will also provide parents/carers with copies of any subsequent reports.

For pupils with an EHC Plan or Statement of Special Educational Need there will be an additional parent/carer meeting once a term. In Key Stage one, there will also be a formal annual review held in school once a year to review how well the EHC Plan/Statement is meeting the pupil's needs and agree any changes in targets or provision with parent/carer and any professionals working with that child. For children in EYFS, there will be an initial review after six months.

Shepherdswell's arrangements for assessing and reviewing SEND children's progress

In addition to the school's normal assessment and reporting system, children with SEND have a Provision Passport. Any decisions and support given to a child on the School Watch list or SEND register will be discussed and agreed with the parent/carer.

The Provision Passport is completed with the child's parent/carer and reviewed up to six times a year during School Watch/SEND review meetings. The Provision Passport records the child's view of what makes them happy and sad at school and identifies the ways in which they can best be supported. The hopes and aspirations of the child and their parent/carer for the year are discussed and outlined. Also recorded on this are short term outcomes which have been identified and discussed with the class teacher, child and their parent/carer that any support provided will work towards. These outcomes are SMART (specific, measurable, attainable, realistic, timely).

Children with an EHC Plan or Statement of Special Needs, in addition to the above, will also have a child centred annual review, involving support from external specialists. Reports from the school and reports from external specialists regarding the child's progress are also shared.

How will Shepherdswell's Social Communication Department support my child?

Children in the school's Social Communication Department are educated using a variety of strategies and methods. Central to all teaching is the use of the TEACCH approach and a mixture of small group and one to one teaching. The department Specialist Teacher adapts the curriculum to match

learning outcomes to your child's learning needs. Your child will be assessed using a bespoke Department assessment system, which combines EYFS targets and elements of the Autism Education Trust Progression Framework, and Pebbles/Depth of Learning assessments, as appropriate to their needs. Advice from your child's Speech and Language Therapist is also used to guide their individual learning approaches.

The department staff liaise with class teachers and, together with all adults involved, monitor a pupil's progress and well-being. We also liaise with outside agencies such as Speech and Language therapists to set specific targets for each pupil.

In the department your child will follow their own individual visual schedule or objects of reference so that they know exactly what they are doing throughout the day. We have four work stations in class which are used on a 1:1 basis with an adult or for independent learning. We have a sensory and a soft play room which is timetabled.

HLTAs and TAs, supported by the department teacher, work closely with all children in the department and run some social groups between department and mainstream children, where appropriate, such as Lego Therapy and Social Thinking. Therefore we ensure that the provision for your child is bespoke to them in order for them to grow, and learn strategies to cope with situations that they may find difficult.

How will I know how my child is doing in the department?

In the department we see most of our parents/carers on a daily basis and any successes or issues from the day are discussed at these times. We also use the home school link book to stay in regular contact with parents/carers, as well as 'Marvellous Me' to share news and photos. We hold a parents' evening termly to talk about your child's progress, including how they are working in their learning environment and successful strategies we are using. We ask your views on how you feel your child has been getting on with their Provision Passport targets and will discuss and set new targets with you.

How can I support my child?

When we meet with you, as the parent/carer, we set clear Provision Passport targets and review your child's progress. Together, we can work towards these targets to ensure the best possible opportunities and development for your child. The Provision Passport will outline the personal targets for your child and these can be worked on at home as well as in school. Should you need any advice or strategies the SENDCO/Department Specialist Teacher is more than happy to help.

What opportunities would my child receive with regards to their Social, Emotional and Mental Health within the Social Communications Department?

In the Social Communications Department we use every opportunity to promote our pupils Social, Emotional and Mental Health. We provide activities each day for children to practise their social skills in a structured environment, including sharing, turn-taking and relationships with others. We do daily 'relaxation' or TACPAC sessions to help the children begin to regulate their emotions, as well as more discrete work on feelings, personalised for each child.

As part of the provision in the Social Communications Department, there are trips to local shops, parks and cafés to help develop life skills and social skills by being out in the community. We also have weekly swimming sessions in the Summer term. Behaviour expectations are set clearly using social stories before each trip begins.

How will the learning and development provision be matched to my child's needs?

At the beginning of the year, class teachers look closely at information based on the needs of individual children, and plan their learning accordingly. Quality First teaching is in place with the support of an increased provision of teaching assistants in all the classes. This helps to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Differentiation is the process by which teachers ensure that tasks are matched to pupils' abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the pupils. At Shepherdswell Academy it is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for ability and mixed groups to maximise learning opportunities for all.

Our bespoke, broad and balanced curriculum is accessed by all pupils. Adaptations are made to support specific curriculum needs, for example where a need to develop more independence is identified.

Teachers continually Assess, Plan, Do and Review in their practice so that all children in their care can access the curriculum and make good progress and attainment at the end of their Foundation stage or Key stage in relation to their starting point.

When a child is identified as having an additional need, special need or disability, their learning and learning environment will be differentiated further by the class teacher to enable them to access the curriculum. Additional learning aids and support may also be put in place. A part of this support may include a pupil working with a teaching assistant (TA), either in a small group or individually.

Advice and guidance may be given to the teachers and teaching assistants by the school's SENDCo. In agreement with the parent/carer, the SENDCo may also request further support and guidance from external professionals.

A child's Provision Passport, FACT/FACT Plus assessment outcomes will also inform practice. Outcomes in a child's EHC Plan or Statement of Special Educational Need will also guide teaching and learning.

How effective is the SEND provision at Shepherdswell Academy?

At Shepherdswell Academy we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every half term, the Assessment Lead and SENDCo look at the data for each year group for the three core subjects, Reading, Writing and Maths, as well as the range of non-core subjects that make up the full curriculum. The data is used to monitor and evaluate the overall effectiveness of our school's SEND provision. For children in mainstream, their well-being is monitored using the Leuven scales on a termly basis so that we understand and support the social and emotional needs of our pupils. This enables children to be monitored closely and provision adjusted to ensure rapid progress is made to diminish the difficulties between children on the SEND register or School Watch list and their peers. In the department, a child's well-being is monitored termly using a scale appropriate for the children based on the Leuven scales.

For the academic year 2017- 2018, the table below summarises the progress made by children receiving SEN support at Shepherdswell Academy.

	% of children with a SEND meeting their personal progress target in reading	% of children with a SEND exceeding their personal progress target in reading	% of children with a SEND meeting their personal progress target in writing	% of children with a SEND exceeding their personal progress target in writing	% of children with a SEND meeting their personal progress target in maths	% of children with a SEND exceeding their personal progress target in maths
EYFS	100%	67%	100%	67%	67%	67%
Year 1	94%	75%	69%	50%	69%	56%
Year 2	80%	54%	62%	54%	31%	31%

What support will there be for my child's overall well-being (Emotional, Social and Mental Health)?

Our Pupils are taught PSHE weekly in their classes whereby we address topical issues in the world that are relevant to Shepherdswell Academy and our pupils. We also discuss PSHE topics as and when required in class settings to personalise the discussions based around the children in the class and their current needs.

Whole school and Key Stage assemblies cover themes based around current affairs, religious celebrations and the key drivers and expectations we have of our children, in order for them to be successful learners and responsible citizens. We aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups in order to prevent behaviours that may lead to bullying.

All year groups have been taught about Protective Behaviours and how to look after themselves to keep themselves safe. We work with the NSPCC and the local Policing Team, both of whom deliver

talks to the children about keeping safe. The children know the key adults they can turn to in order to discuss any worries or concerns that they have.

At Shepherdswell Academy we pride ourselves on providing outstanding pastoral support. We acknowledge that many children at some time within their school life may need additional support from their class teacher to support their emotional, mental or social development. During the first half term of the academic year, all children in mainstream learning are assessed by the class teachers and senior leaders to assess their well-being and involvement in learning using the Leuven scales. This is assessed every term. In addition, class teachers and teaching assistants are able to monitor the feelings and emotions of our children on a daily basis using the emotions thermometer in each classroom and support the children to discuss and overcome any problems they feel. In the department, a child's well-being is also monitored termly using a scale appropriate for the children based on the Leuven scales.

Using the Leuven scale assessment and class teacher observations, small nurture groups are established to support children in social or emotional targets outlined by the class teacher. These are led by our Pupil Attendance and Family Liaison Officer and run weekly in year groups. Nurture groups are discussed weekly with the SENDCo and the impact for the children is reviewed every six weeks with the SENDCo and class teachers. Where a child requires further support, the Pupil Attendance and Family Liaison Officer (PAFLO) liaises closely with parents and is able to provide 1:1 support for any additional social, emotional and mental health difficulties. In addition, the PAFLO monitors pupils' attendance and can provide support to the parent/carer, as well as with a range of other needs that arise for families.

Teaching assistants may also be deployed under direction of the class teacher, or members of the senior leadership team, to provide additional support for identified individuals.

Support may involve opportunities to talk with key members of staff, access to small group work and playtime support. This may involve exploring feelings, anxieties, behaviour, promoting confidence, encouraging a positive self-esteem, fostering emotional awareness or strategies for anger management issue and social interaction.

What additional support is available for pupils with SEND?

Children on the school's SEND register may require more specialist support from time to time. In agreement with the child's parent/carer and the school's SENDCo, referrals may be made to external agencies such as:

- Educational Psychologist
- Speech and Language Therapist
- Milton Keynes Specialist Teachers team (who support the following areas of learning: Learning Difficulties and Specific Learning Difficulties, Speech, Language and Communication Needs, Social Communication/Autism Spectrum Disorder; Medical/Physical difficulties; sensory (hearing, visual or multi-sensory) impairments)

As appropriate to a child's needs, other external agencies may also be contacted such as:

- School Nurse
- Diabetic Nurse
- Occupational Therapist
- Physiotherapist
- CAMHS (Child and Adult Mental Health Service)

What arrangements are in place for involving SEND children in their own education?

At Shepherdswell Academy we believe that it is essential that a child's opinions and thoughts are central to informing any decisions being made about a pupil's support. The Provision Passport is written in conjunction with the pupil and their parent/carer. Adaptations are made for pupils who may find the process of being involved in such discussions and expressing their opinions a challenging task due to their age or ability.

We involve any child with an EHC Plan in their annual review. What this will actually mean will vary according to the child's special educational need. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

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

Our SENDCo seeks advice from the Local Authority Specialist Teacher team each term. The SENDCo also actively engages with Local and National opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND.

The Local Authority School Nursing Team, if required, supports the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. Our SENDCo supports parents with referrals to community paediatricians and is able to provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children and actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website: <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/SEND-local-offer/further-information-on-the-SEND-local-offer>

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support pupils across other schools.

Ensuring best practice

The Inclusion team at Shepherdswell Academy consists of a SENDCo/Department Specialist Teacher, Intervention Teacher, Foundation and Key Stage 1 Managers, Intervention TAs, Speech and Language Therapy Assistant, Pupil Attendance and Family Liaison Officer and the Principal. The school also employs teaching assistants who work with children in the Department and different year groups.

The SENDCo/Social Communication Department Specialist Teacher is currently working towards the 'National Award for Special Educational Needs Co-ordination' qualification. She is an Early Years specialist and has undertaken further specialist training in teaching children with social communications difficulties. In addition she has a Foundation Stage qualification in Makaton and training in provision for children with sensory difficulties. She advises teachers and teaching assistants of the best ways in which to support and plan for children with SEND. The department's Specialist Teacher and department teaching assistants also have training in de-escalation techniques and positive handling. Their expertise within the area of Social Communication is also used to train and inform members of staff throughout the schools.

The Intervention Teacher has trained as an additional needs Higher Level Teaching Assistant. She has a specialism in understanding and teaching children with communication needs including children with Autistic Spectrum Disorder. Her experiences include speech and language interventions, physical development interventions and use of the TEACCH approach to teaching and learning. She works with individuals and small groups of children to accelerate their progress. This can be through a personalised curriculum or through support of class learning. She also advises teachers and teaching assistants of strategies to support children with specific needs.

Regular whole staff training is used to disseminate knowledge, strategies and experience to staff. The school has a School Development Plan which identifies training needs for all staff to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff attend training courses run by external agencies (e.g. Specialist Teachers team, School Nurse etc) that are relevant to the needs of the children they teach in their class. This may be to support academic progress or to ensure medical/health needs are met.

When external professional advice is required to support school staff, the SENDCo will request this action in agreement with the child's class teacher and their parent/carer.

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

At Shepherdswell Academy we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Shepherdswell Academy to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out and, where appropriate are discussed with the parent/carer, to ensure that if possible all pupils are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support or greater is needed, a parent may be asked to accompany their child during a specific activity.

How accessible is the school environment?

Shepherdswell Academy's teaching areas are all on one level and disabled access is through the side gate for the playground and via the car park to access the reception area. There are three disabled toilets on site, with one in the EYFS toilet area and one in the Key Stage one toilet area, both for child use. In addition, there is a room with disabled toilet facilities in the reception area. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget. Please see our Accessibility Policy and Plan on our school website.

Who can I contact for more information about SEND at Shepherdswell Academy?

Class teacher

Relationships are built between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, a parent/carer is initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

SENDCo (Special Educational Needs and Disabilities Coordinator): Sarah Champion

Further conversations between the SENDCo, the Class Teacher and the parent/carer can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need.

Principal: Jonathan Cursley

The Principal oversees all areas of the school's provision. If appropriate, the Principal will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

Inclusion Governor: Mr Ken Tunmore

Our Inclusion Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

Please see our school website where you will find the following policies and procedures that you may wish to read:

- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Child Protection Policy
- Curriculum Policy

www.shepherdswellacademy.co.uk

Shepherdswell Academy's Local Governing Body is very active and fully supports all areas of school life. We have an allocated Inclusion Governor who meets regularly with school staff and information is regularly fed back and shared during governors meetings.

If you wish to make a complaint about any aspect of the SEND provision at Shepherdswell Academy, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website by following the link above.

How will the school prepare and support my child when they join Shepherdswell Academy, transfer to a new school or move on to the next stage of their education?

Starting in Year EYFS

During the Summer Term before children start in EYFS they are invited to spend the morning in school as part of a whole school transition day in July. On this day pupils will familiarise themselves with their new teacher, new class and layout of the school and get a feel for the daily routine of Shepherdswell Academy. In addition, the EYFS teachers will visit children in their nursery or pre-school setting during June and July. They will also visit children in their home environment with home visits during the September the children commence school.

With the on-site pre-school, the EYFS teachers make regular visits for story time to familiarise themselves with the children and so that the children can get to know them.

For pupils that have an EHC Plan or children with an identified need, there will be an agreed series of transition visits and meetings organised by the SENDCo/Department Teacher as appropriate to ensure that arrangements are in place for the child's transition to Shepherdswell Academy. These meetings will involve Shepherdswell Academy staff, staff from the current setting and parents.

Additional visits can be organised if appropriate for any pupils so that they can become more familiar with Shepherdswell Academy and the staff before September.

Joining Shepherdswell Academy at other times

A new child is encouraged to visit the school prior to starting so that he/she can meet their 'buddy' and be shown around the school.

When pupils join Shepherdswell Academy in-year, the SENDCo will liaise with the child's previous school if the child has any additional needs. The SENDCo also aims to meet with the pupil's parents prior to them starting at Shepherdswell Academy. This helps to ensure a smooth transition and helps the school prepare for the pupil starting at Shepherdswell Academy.

This is the same for pupils who have an EHC Plan. There will be an agreed series of transition visits and meetings organised by the SENDCo/Department teacher as appropriate.

Moving to Junior School

During the Summer Term before pupils move to Junior School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the SENDCo of Shepherdswell Academy and the SENDCo of the pupils' new school(s) to discuss the pupils' needs. These meetings may also involve the Class Teachers. For those pupils with an EHC Plan, the SENDCos from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any Teaching Assistants that support the pupils at Shepherdswell Academy will also be involved in this transition process.

Transitions for my child within the Social Communications Department

Transition arrangements are made according to the individual pupil's needs, in discussion with the parent/carer and professionals involved. For some children, this may involve a more gradual and staggered process. The Department team will work closely with the next school in order that each individual transition process suits the pupils' needs and ensure that each transition is a smooth one.

How are resources and equipment allocated and matched to children's Special Educational Needs?

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children. The Principal decides on the budget in consultation with the school governors and members of the Inclusion team on the basis of needs in the school. Members of the Inclusion Team deploy resources in consultation with the Principal and other staff members.

This money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help a child learn and progress
- Providing a Learning Support Assistant to support individuals or small group

- Providing any additional resources to support learning in any area.

The school's Social Communication Department budget is set and funded by the Local Authority.

This SEND Information Report was written in collaboration with school staff and includes input from the governing body and parents. The SEND Information Report was ratified on 23rd November 2016 and updated on 19th September 2018.