

# Alder Tree Primary **SEND Information Report**



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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [SEND | Alder Tree Primary Academy | Leeds](#)

You can ask a member of staff to make a copy/send you the policy. Please contact the school office and they will be able to support you with this.

**Note:** If there are any terms, we've used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEND does the academy provide for?

Our academy currently provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum condition (ASC)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit condition (ADC)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

The SENDCo is Mrs Louise Reavey.

Alder Tree Primary has 301 children on role. (With Nursery 324)

Children are the heart of the school and provision is in place for all children regardless of need or background to ensure that they have access to high quality teaching, support, and provision to ensure they make progress towards their short-term targets and towards their long-term goals.

High quality teaching and scaffolding is used to ensure that all pupils have access to the educational provision to which they are entitled. Some pupils will need provision that is additional to and different from other pupils in their class and this will be provided through targeted provision and reasonable adjustments in the first instance.


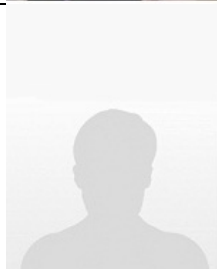
In some cases, pupils will require additional interventions to target 'gaps' in their learning. Interventions and reasonable adjustments are used to provide additional support for children who are having difficulty regulating their emotions, this support will be used to ensure that pupils have provision to support and develop their self-regulation skills.

### **Our Special Educational Needs Co-ordinator (SENDCO) Mrs Louise Reavey**



Our SENDCO is Mrs Louise Reavey - She has 12 years' experience in this role. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2013. She is allocated three days a week to manage SEND provision.

### **Our Special Educational Needs Support Team**

<b>Name</b>	<b>Role</b>	<b>Image</b>
Gloria Foster	SEND Teaching Assistant	
Amanda Marshall	SEND Teaching Assistant	

## Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

All staff have completed STARs Autism Level 1 training.

## Teaching Assistants (TAs)

We have a team of ten TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have several teaching assistants who are trained to deliver interventions such as intensive interaction, bucket therapy, alphabet arc, Pixl and precision teaching.

In the last academic year, TAs have been trained in Read, Write Inc, Intensive Interaction, Level 1 Autism and SEMH interventions.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- o Speech and language therapists
- o Educational psychologists
- o Occupational therapists
- o GPs or paediatricians
- o Academy nurses
- o Child and adolescent mental health services (CAMHS)
- o Education welfare officers
- o Social services and other LA-provided support services
- o Voluntary sector organisations
- o Mindmate SPA / Mindmate

## 3. What should I do if I think my child has a SEND?

If you have concerns about your child's progress, you should speak to your child's teacher initially. The concerns may need referring to the SENDCO if your child is still not making progress.

<p>If you think your child might have SEND, the first person you should tell is your child's teacher.</p> <p>They will pass the message on to our SENDCO, [Mrs Louise Reavey], who</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added</p>
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<p>will be in touch to discuss your concerns.</p> <p>You can also contact the SENDCO directly. (Reavey.l@whiteroseacademies.org)</p>	<p>your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>to the academy's SEND register.</p>
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#### 4. How will the academy know if my child needs SEND support?

There are a range of ways in which we identify children with Special Educational Needs. Some children will have already been identified in their previous setting before joining Alder Tree Primary Academy, in which case we work in partnership with the professionals that already know them to support their progress and learning.

All our class teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include progress in reading, writing, number work or may struggle with their emotions or emotional responses.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the academy's SEND register, and the SENDCO will work with you to create a SEN support plan for them.

## 5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Graduated Approach



WHITE  
ROSE  
ACADEMIES

**Assess:** If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

**Plan:** In discussion with you and your child, we will decide the outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant academy staff.

**Do:** We will put our plan into practice. The class teacher, with the support of the SENDCO will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

**Review:** We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

The progress of all our children is monitored termly, and children are identified during Pupil Progress meetings when their progress has been less than expected. In most cases, pupils are identified by our very experienced teaching and support staff team. If any member of staff feels that a child may have an additional need then they will speak to the SEND team and parents in the first instance. The child will then be assessed and observed to discover what is happening and provision and next steps will be planned. At this point children would be added to a monitoring list and parents would be advised of this. During the next term observations and assessments will be used to ascertain the type and frequency of support that a pupil would need. Support and provision can then be specifically tailored to their individual needs. After a period of monitoring (usually a term) a decision will be made for a pupil to either be added to the SEND register or the monitoring cycle would continue. If appropriate, school will then invite in external professionals in to offer additional support. This will be after a discussion with parents, staff, and pupils and so that next steps can be identified. It may be appropriate at this time to continue to monitor the provision and assessments for a further assessment period so that school can assess the impact of interventions and provision. It is also possible that pupils are removed from the SEND register because the provision and support provided has been effective and the pupils have made progress towards their targets. This will be part of the APDR cycle. (Assess, Plan, Do, Review)

## **6. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- o Attend meetings to discuss their progress and outcomes
- o Prepare a presentation, written statement, video, drawing, etc.
- o Discuss their views with a member of staff who can act as a representative during the meeting
- o Complete a survey

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of academy.



If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## 7. How will the academy adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will scaffold learning and then differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- o Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, adapting how the lesson is displayed if required etc.
- o Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, paired work, group work, visuals and props etc.
- o Adapting our resources and staffing
- o Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- o Teaching assistants will support pupils in small groups when this has been identified as a strategy that may support their learning.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum condition	Visual timetables Social stories PEC books

		Base board – in provision Intensive Interaction Bucket Therapy Sensory Circuits Limiting classroom displays
	Speech and language difficulties	Speech and language therapy Speech and language programmes
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope ALK provision IDL programmes
	Moderate learning difficulties	Resources to support learning, words mats, phonics frames, maths key facts mats. Task plans and timetables Alternative ways of recording learning
	Severe learning difficulties	Writing slope ALK provision IDL programmes Resources to support learning, words mats, phonics frames, maths key facts mats. Task plans and timetables Alternative ways of recording learning

<b>Social, emotional and mental health</b>	ADHD, ADD	Resources to support learning, words mats, phonics frames, maths key facts mats.  Task plans and timetables  Alternative ways of recording learning
	Adverse childhood experiences and/or mental health issues	Nurture groups  Visual task plans/ task planner /Visual prompts  Thrive Provision/Thrive Practitioner  Nurture groups and provision
<b>Sensory and/or physical</b>	Hearing impairment	Seating plan  Adapted classroom practices
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Seating plan  Adapted classroom practices
	Physical impairment	Hoists and Wheelchair lifts  Adapted classroom practices – height adjustable tables  Care Suite  Physio and Motor development programmes  Resources to support – use of ICT equipment, writing slopes, adapted pens and pencils

These interventions are part of our contribution to the Leeds local offer.

## **8. How will the academy evaluate whether the support in place is helping my child?**

Your child's progress is continually monitored by his/her teachers and the Senior Leadership Team. His/her progress is reviewed formally every term for Reading, Writing, Maths, alongside other curriculum areas. Children in the Early Years Foundation Stage have cumulative records that indicate whether they are operating at their expected age.

At the end of Reception, Key Stage 1 and 2 the school is required to report attainment externally for your child. This is something the government requires all schools to do, and the results are published nationally. The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the pupil's education.

Progress of individual pupils with SEND is specifically monitored by our SENDCo (Mrs L Reavey.) School based assessments and screeners will be used to identify and areas where additional support may be needed. Small steps progress will be monitored to ensure children are successful and next steps can be identified. Where necessary all professional agencies involved will meet with the pupil and parents/carers to discuss and agree the support that will be implemented. Progress is monitored every term and changes to support plans may be required to ensure progress. Mrs L Reavey (SENDCo) offers parents an appointment every half term. Parents are given the opportunity to come into school and discuss any concerns or worries that they have.

We will evaluate the effectiveness of provision for your child by:

- o Reviewing their progress towards their goals each term
- o Reviewing the impact of interventions after six weeks.
- o Using pupil questionnaires
- o Monitoring by the SENDCO – including observations, pupil voice and meetings with staff
- o Using provision maps to measure progress – These are reviewed termly
- o Holding an annual review (if they have an education, health and care (EHC) plan)

## **9. How will the academy resources be secured for my child?**

Pupils who require additional support to access learning may meet the criteria for an FFI application (Funding for Inclusion) This is discussed with parents and then school complete a referral to the Local Authority.

It may be that your child's needs mean we need to secure:

- o Extra equipment or facilities
- o Further training for our staff
- o External specialist expertise
- o If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

- o The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **10. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?**

We actively try to ensure that all our extracurricular activities, including residential activities, are adapted for children's specific needs where reasonable adjustments are possible. Risk assessments are conducted, and procedures are put in place to enable all children to participate, where possible.

- o All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.
- o All pupils are encouraged to go on our academy trips, including our residential trip(s)
- o All pupils are encouraged to take part in [sports day/academy plays/special workshops.
- o No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **11. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?**

At Alder Tree Primary, we look at the educational needs of a pupil with disabilities and, in liaison with all other professionals involved with the pupil, plan a comprehensive learning and support package, which will allow for measurable learning opportunities and targets to be implemented. This means that the pupil and all adults involved in supporting that pupil will meet to plan the educational provision best suited to the needs of the individual pupil. We will endeavor to collaborate closely with parents to ensure that all pupils receive the absolute best educational experience that we can offer.

## **12. How does the academy support pupils with disabilities?**

Alder Tree Primary is all housed in one building and is contained on one site. We have two lifts to support children who need additional support to move around school and access parts of the building using a wheelchair. At present we have the following facilities: wheelchair access into school and an inclusive toilet/care suite. We ensure that equipment and resources used are accessible to all children regardless of their needs.

- o Our academy's accessibility plan demonstrates how we;
- o Increase the extent to which disabled pupils can participate in the curriculum
- o Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

- o Improve the availability of accessible information to disabled pupils

### **13. How will the academy support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- o Pupils with SEND are encouraged to be part of the academy school council
- o Pupils with SEND are also encouraged to be part of after school clubs and activities to promote teamwork/building friendships
- o We provide extra pastoral support for listening to the views of pupils with SEND by conducting regular pupil voice activities.
- o We run a nurture club for pupils who need extra support with social or emotional development
- o We run Thrive Provision for pupils who require additional support with their emotions, emotional development or their emotional responses.
- o We have a 'zero tolerance' approach to bullying.

### **14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

We recognise that transition between different settings and year groups can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible. If your child is coming to us or moving to another school, we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is needed for your child.

The SENDCO will arrange additional visits to new schools for your child and personalised resources to support transition may be used. Staff from the receiving school may also visit to see your child in their current setting. We will make sure that all records about your child are passed on as soon as possible. When moving years in school, information about your child will be shared with their new teachers. Children will all have opportunities to meet their new teachers and work in their new classrooms. If your child would be helped by a personalised plan for moving to another year, we will put this in place.

#### **Between phases (for secondary)**

The SENDCO of the primary academy meets with the SENDCO from the new school/academy to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the families to discuss how we can best welcome their child into the new community.

## **15. What support is in place for looked-after and previously looked-after children with SEN?**

Our Designated Teacher for Looked After Children is Mrs Louise Reavey.

She works alongside other members of staff to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND.

However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **16. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEND provision in our academy should be made to Mrs Louise Reavey in the first instance. They will then be referred to the academy's complaints policy.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- o Admission
- o Exclusion
- o Provision of education and associated services
- o Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## **17. What support is available for me and my family?**

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Leeds local offer. This is available on their website and is accessible here:

### [Leeds Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Telephone number – 0113 3785020

<http://www.leedssendiass.co.uk/>

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- o [IPSEA](#)
- o [SEND family support](#)
- o [NSPCC](#)
- o [Family Action](#)
- o [Special Needs Jungle](#)

## 18. Glossary

- o **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- o **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- o **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- o **CAMHS** – child and adolescent mental health services
- o **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- o **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- o **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- o **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by an academy or local authority due to SEND
- o **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- o **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind



- o **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- o **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- o **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- o **SENCO** – the special educational needs co-ordinator
- o **SEN** – special educational needs
- o **SEND** – special educational needs and disabilities
- o **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- o **SEN information report** – a report that schools must publish on their website, that explains how the academy supports pupils with SEN
- o **SEN support** – special educational provision which meets the needs of pupils with SEN
- o **Transition** – when a pupil moves between years, phases, schools or institutions or life stages