



Acklam Whin Primary School

SEND Information Report

SENDCo Miss Dawn Tarran

Reviewed: January 2019

Agreed by Governors: January 2019

Identification of Needs

At Acklam Whin we have a number of strategies for identifying Special Educational Needs and fully involve parents at every stage.

- ❖ Class teachers monitor children's progress and achievement closely and will liaise with a member of the inclusion team should there be a change in or concern regarding a pupil's progress or behaviour.
- ❖ Termly pupil progress reviews with teaching teams and the head teacher use assessment data and staff knowledge to track the progress of all children and discuss where additional support is needed.
- ❖ Parents/carers or pupils may raise concerns with a member of staff.
- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ Parents are also welcome to discuss concerns with a member of the inclusion team
 - Miss Dawn Tarran – Special Educational Needs Disabilities Co-ordinator (SENDCo)
 - Miss Ruth McMaster - Behaviour, Physical and Health
 - Mr Darren Gamble - Ethnic Minority support and Racial Equality and Incident Monitoring
 - Mrs Jodie Short – Designated Teacher – responsible for looked after children and child protection. Attendance and Pupil and Parental Engagement.
 - Suzie Prince – Assessment lead, (responsible for looked after children and child protection whilst Jodie Short is on maternity leave)
- ❖ For pupils on our Special Educational Needs and Disabilities register, termly reviews take place between parents/carers and class teachers to review progress against a pupil's individual targets as written in their SEND support tracker.
- ❖ Parents/carers are also fully involved in the support of any external specialists such as Speech and Language, Educational Psychologists etc. A member of our inclusion team acts as the key point of contact between all stakeholders in these cases.
- ❖ Our school promotes home-school relationships and all parents are actively encouraged to participate in ongoing dialogue with class teachers and key members of staff regarding their child's progress and well-being.

Support

At Acklam Whin, all children are taught a broad and balanced curriculum through quality first teaching. Where children require extra support, resources or extension materials this will be provided wherever possible.

- ❖ In class provision will be organised and provided by the class teacher through:
 - Quality first teaching;
 - careful planning which takes into account the needs of all the children;
 - strategic help, with the teacher targeting tasks for pupils who need more input or guidance;
 - work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources;
 - arranging additional small group or 1:1 intervention work to target a specific area of need;
 - monitoring and evaluating the effectiveness of the provision for all pupils and adjusting provision accordingly;
 - creating a SEND support tracker for the pupil which sets achievable targets and details strategies and support in place for progress to be made towards achieving them.

- ❖ The SENDCo, Miss Dawn Tarran, oversees the overall monitoring and evaluation systems in place for progress and provision for all pupils on the SEND register.
- ❖ In some cases, referrals will be made, with parent/carer consent, to external agencies or specialist provision for additional assessment or support. These agencies can include:
 - Educational Psychologist
 - Speech and Language
 - Specialist teachers
 - Occupational Therapy
 - Physiotherapists
 - Behaviour Support
 - Child and Adolescent Mental Health Service (CAMHS)
 - The Bungalow Project
 - Head Start
 - CATS – Child and Adolescent Therapy Solutions
 - Forget Me Not – bereavement support
 - Hearing Impaired Service
 - Children’s Service for the Visually Impaired
 - The Cleveland Unit
 - Beverley School
 - Holmwood School
 - School Nurse

Parents/carers are fully informed about any assessment outcomes or programmes of support that are put in place. Strategies to support their child’s need at home will also be shared and supported by school.

- ❖ Our head teacher, Mr Darren Gamble, has the overall responsibility for all aspects of school including the support for pupil with special educational needs and disabilities.
- ❖ At Acklam Whin, we have a designated SEND governor, whose responsibilities include:
 - supporting the team in carrying out their work to a high standard;
 - promoting high expectations;
 - monitoring and evaluating the quality of teaching, learning, attainment and progress;
 - ensuring that SEND allocation in the budget enables, as far as possible, the team to meet its objectives and by doing so raise standards in the classroom;
 - ensuring commonality of practice in line with school policy.

At Acklam Whin we carefully organise the type of provision to match each pupil’s individual needs.

- ❖ Class teachers will create a SEND support tracker for the pupil which sets achievable, short term targets and details strategies and support in place for progress to be made towards achieving them. This will involve details of classroom strategies and may also involve the pupil working in a 1:1 or small group setting for a defined period of time. Information from external agencies, as mentioned above, can also inform the SEND support tracker.
- ❖ Parents/carers and pupils (where appropriate) are actively encouraged to support the progress towards these targets both at home and at school and are involved in a termly review of the targets identified in the SEND support tracker. During these meetings, progress towards these targets is discussed with the class teacher and new targets and strategies are identified.
- ❖ Where pupils are working in a 1:1 or small group intervention, targets will be identified on our school’s tracking system which will enable all staff to clearly review progress made and inform future planning. These trackers can also be shared with parents/carers.

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- ❖ Any intervention that takes place is also recorded on the school's provision map which provides an overview of additional intervention and support work across school.
- ❖ Termly pupil progress reviews use assessment data and staff knowledge to track the progress of all children and discuss where additional support is needed.
- ❖ Some children may require an Educational Health Care Plan (EHCP) which will detail further support and provision to put in place by the school. These plans are put in place if a significant special educational need or disability is identified by a multidisciplinary panel.

Curriculum

At Acklam Whin, all children are taught a broad and balanced curriculum through quality first teaching. Where children require extra support, resources or extension materials this will be provided wherever possible for example:

- careful planning, ensuring targeted resources to meet the needs of all children
- 1:1 or small group focused work as appropriate
- specialist equipment will be provided if appropriate e.g. sloping boards, concentration cushions, special pens etc.
- a SEND support tracker will be put in place detailing specific strategies and support

Accessibility

Acklam Whin is a fully accessible school.

- ❖ Class allocations can be adapted to ensure rooms are accessible for children with additional needs e.g. hearing or visual impairments and we are happy to discuss any pupil's specific additional requirements. Our school has disabled access and toilet facilities available.
- ❖ Please see Acklam Whin's accessibility policy for further details.
- ❖ Clear communication is a key factor in building effective relationships with parents/carers. If appropriate, our school could arrange for an interpreter to support parents in their involvement in home-school communication when necessary.

Parental Involvement

At Acklam Whin we endeavour to build excellent home-school relationships and fully involve parents/carers in the learning, progress and well-being of every child.

- ❖ Class teachers and teaching assistants are available on a regular basis for informal communication regarding a pupil's progress and well-being. Appointments can always be made to discuss issues in more depth or at an appropriate time.
- ❖ Termly parents' consultations are held which provide a focused opportunity for parents/carers and class teachers to discuss a pupil's progress and well being as well as review their SEND support tracker and discuss support and provision.
- ❖ Class teachers will provide strategies which can be used by parents/carers to support their child's progress at home. In some cases, these strategies may have been suggested by external support agencies such as an Education Psychologist, Speech and Language etc.
- ❖ At any time, parents/carers are welcome to make an appointment to discuss their child's progress and well-being with an appropriate member of our inclusion team.
- ❖ All children's progress and achievement is measured using effective data and teacher assessment systems. For children on our SEND register, progress will also be measured against their SEND support tracker targets and parents/carers and pupils (where appropriate) will be fully involved in this review.
- ❖ Any reports or assessments which have been produced by an external agency is shared directly with parents/carers either by the professionals who created the report or, if this is not possible, by the class teacher or SENDCo.

Overall Well Being

At Acklam Whin we pride ourselves on ensuring the well-being of all of our pupils.

Social, emotional well-being

- ❖ Class teachers and other adults working within year group teams provide daily, ongoing pastoral support and developing the well-being of the whole child is strongly embedded within our curriculum and ethos.
- ❖ For children with specific emotional or social needs, targeted support can be discussed and arranged via class teachers or a member of the inclusion team.
- ❖ Our school also has access to 'The Bungalow' which can provide specialist social and emotional support for both pupils and families. Working alongside parents/carers, a referral can be made through school if deemed appropriate
- ❖ For further information please see our antibullying and behaviour policies.

Medical

- ❖ When necessary and in agreement with parents/carers, a wide range of staff can administer medicines within school and careful monitoring systems are in place to do so effectively to safeguard both pupils and staff. Please see our Medicines Policy for further information.
- ❖ For children with specific medical requirements a Health Care Plan will be written in conjunction with parents/carers to ensure that the specific needs of the pupil are met effectively.
- ❖ We have a wide range of staff who are first aid trained and this training is regularly updated.
- ❖ High quality training is undertaken by all relevant staff to ensure that children with specific needs are safeguarded. Training such as epipen use, epilepsy and asthma awareness is delivered by an appropriate professional and agreed systems and policies are shared with all staff.
- ❖ The school nurse is a regular visitor to school and is available to offer advice and support to both staff and parents/carers.

Specialist Services

At Acklam Whin, the SENDCo or appropriate member of the inclusion team will organise the support of specialist services either within school or from outside agencies if deemed appropriate. These may include:

- Educational Psychologist
- Speech and Language
- Specialist teachers
- Social Workers
- Occupational Therapy
- Physiotherapists
- Behaviour Support
- Parental Support Advisor
- Child and Adolescent Mental Health Service (CAMHS)
- The Bungalow Project
- Head Start
- CATS – Child and Adolescent Therapy Solutions
- The Cleveland Unit
- Forget Me Not – bereavement support
- Beverley School
- Holmwood School
- Hearing Impaired Service
- Children's Service for the Visually Impaired
- School Nurse

Staff Training

Professional development for all staff at Acklam Whin is an ongoing priority and all staff are expected to ensure their continual development in all areas including supporting children with SEND. In addition to regular whole staff training and development, specific training is identified as need arises. This is aimed at relevant staff members with an expectation that they share their learning to support the development of others.

Please see below for details of recent or planned staff development.

Full Staff Training and Development	Individual Training and Development
Epilepsy Awareness Training	National Award for Special Education Needs Co-ordination
Deaf Awareness Training	Autism awareness Training
Child Protection Training	Letters and Sounds Programme Training
Safeguarding Training	Speech and Language Training
Asthma Awareness Training	Wave 3 Intervention Training
Access to online professional development training tools	English Specialist Intervention Training
Numicon Training	Maths Specialist Intervention Training
Equality Awareness Training	Raising Achievement for children with SEND
SEND Training	Behaviour Management Training
SEN Code of Practice Implementation Training	Vulnerable Pupils Awareness
Positive Handling	Designated Teacher Training
	1 st Class at Number Maths Intervention
	IPSEA SEND law training
	Local Authority SEND training
	Lexia Reading Intervention Training

Activities outside of school

- ❖ At our school, we have a wide range of extra-curricular activities which all children are welcome to and encouraged to participate in. Any specific needs can be discussed with the member of staff leading the activity. For further details, please speak to your child's class teacher or our extended school co-ordinator Jodie Short.
- ❖ All children have access to educational visits throughout the year to enrich our broad and balanced curriculum. Risk assessments are carried out by key members of staff prior to any visit and then discussed with one of our school's educational visits co-ordinators: Jodie Short or John Lees. The specific needs of any child will be discussed with parents/carers to ensure their full access and enjoyment of any educational visit. Obviously, the safety of pupils and staff is paramount and will be considered prior to any educational visit or extra-curricular activity.

Transition

At Acklam Whin, we understand the importance of smooth transitions and have a number of systems in place as children move through our school.

- ❖ Ongoing dialogue between class teachers and support staff.
- ❖ Regular meetings with parents/carers to ensure that they are fully informed at each stage of your child's progress through school.
- ❖ Dedicated transition meetings between current and next class teachers to ensure key information regarding pupils is communicated effectively.
- ❖ Where appropriate, transition meetings with parents/carers, current and new class teachers can be arranged. The SENDCo or appropriate member of the inclusion team can also attend this meeting if necessary.
- ❖ In the summer term, following parent consultation to review the pupil's current SEND support targets, current class teachers meet with new class teachers in order to finalise the new SEND support targets and arrange support and provision for the following year to ensure smooth transition into the next year group in terms of progress and well being.
- ❖ Transition work and class change overs support the familiarisation of pupils with their new class, staff and area of school.

In certain areas of school, other strategies are also in place:

Early Years Foundation Stage (EYFS)

- ❖ Parents' meeting to provide an opportunity for parents/carers to find out more about EYFS, ask questions and familiarise themselves with the staff and environment.
- ❖ Regular transition visits to school throughout the Summer term to help children to become more familiar with the environment and staff.
- ❖ Nursery children are also invited to have a school lunch as part of their transition into Reception.
- ❖ Any children joining our school who have not attended Acklam Whin Nursery are also invited to take part in these transition activities. Any additional transition that is deemed necessary can be organised by contacting our EYFS leader, Miss Katy Mills or, in the case of a pupil with SEND, our SENDCo, Miss Dawn Tarran.

Y6 Transition to Secondary School

- ❖ For all children, transition meetings are held with staff from the new secondary school and relevant pupils.
- ❖ Transition days provide the opportunity for pupils to experience their new school and familiarise themselves with the staff and surroundings.
- ❖ We develop close links with our secondary school and ensure clear communication regarding the transition of our pupils.

For children with SEND:

- ❖ additional visits can be organised via the SENDCo or Y6 class teacher
- ❖ transition meetings with Acklam Whin's SENDCo, Secondary SENDCo, Y6 teacher, parents/carers and pupils are held to discuss the child's individual needs and provision
- ❖ a transition file is passed onto the receiving school detailing key information e.g. the child's SEND support tracker, any additional assessment information, key findings from reports from external agencies etc.
- ❖ The parents/carers of any child who has an Educational Health Care Plan is involved in discussion regarding their child's secondary placement as part of their Y5 Annual Review. Once a secondary school has been chosen and a place allocated, the school SENDCo acts as a liason between all stakeholders to ensure smooth transition.

New arrivals

- ❖ Parents/carers and pupils are actively encouraged to arrange a visit to our school prior to starting at Acklam Whin to familiarise themselves with the surroundings and meet key staff.
- ❖ Close liaison takes place between our school and the child's previous school. This may include staff from Acklam Whin visiting the child in their current setting and also speaking with their class teacher and SENDCo regarding their achievement, progress, well being and current support.
- ❖ Class teachers will be readily available to support new pupils and parents/carers to ensure smooth transition and will employ strategies such as a 'buddy system' to help newcomers settle into school routines.
- ❖ Our school SENDCo, or appropriate member of the inclusion team will always be happy to arrange a meeting with new parents/carers and pupils to discuss and support transition.

SEND Resources

At Acklam Whin resources are allocated and matched to the pupil's special educational needs.

- ❖ The school's Special Educational Needs and Disabilities budget is allocated each financial year. The funding is allocated depending on the level and area of need for each individual child. This may include:
 - additional resources and specialist equipment e.g. sloping writing boards, computer software, intervention support programs
 - 1:1 or small group targeted support for a clearly defined period of time focusing on specific targets
 - additional in class support to target specific needs.
- ❖ Additional resources decisions are made based upon pupil progress and need as it arises. These decisions can be made:
 - within teaching teams by class teachers and phase leaders
 - as a result of pupil progress reviews with teaching teams and the head teacher
 - in liaison with an appropriate member of the inclusion team
 - as a results of assessment and support strategies suggested by external agencies e.g. an educational psychologist

Complaints

Please follow the complaints policy. Which is accessible on the school website. www.acklamwhin.co.uk

Key Points of Contact at Acklam Whin

The class teacher is always the first point of contact for parents/carers regarding their child's progress and well-being.

The following members of the inclusion team can be contacted via the school office or by phoning 01642 813938

- Dawn Tarran – Special Educational Needs Co-ordinator (SENDCo)
awdtarran@acklamwhin.co.uk
- Ruth McMaster Special needs in Behaviour, Physical and Health (responsible for Attendance and Pupil and Parental Engagement whilst Jodie Short is on maternity leave)
- Darren Gamble – Ethnic Minority support and Racial Equality and Incident Monitoring
- Jodie Short – Designated Teacher – responsible for looked after children and child protection. Attendance and Pupil and Parental Engagement.
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