

## SEN Link to Local Offer

The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special academy provision.

Children, who we think will manage in mainstream academies, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the academy together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The academy has a range of interventions available which are listed and on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers.

Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in six week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

Adaptations to the curriculum teaching and Learning Environment Green Lane primary Academy is disability friendly. The academy is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and

expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to extra-curricular activities**

All of our children have equal access to before academy, lunchtime and after academy clubs which develop engagement with the wider curriculum.

Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Staff Expertise**

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to BlueSky courses, provision of books or guidance towards useful websites.

Some TAs and HLTA (higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

The co-ordinator of Green Lane Primary Academy is an experienced SENCO with the Advanced SENCO Award. She offers training and advice and shares resources with all staff.

If we identify information we can't access without the aid of additional, more specialist help, the academy is able to buy-in additional expertise from the SPTA Alternative Provision and the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and academy are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (or to specialists within the Air Force medical services).

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the academy offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The academy has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements - Transition into and within academy**

We understand how difficult it is for children and parents as they move into a new class or a new academy and will do what we can, according to the individual needs of the child, to make transitions between classes including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary Academy**

Transition reviews for Year 6 pupils are held, where possible, in the Spring term of Year 6. The secondary academy SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Governors**

It is the statutory duty of the governors (EAB) to ensure that the academy follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Natalie Cox. She meets with the SENCO at least termly to discuss actions taken by the academy.

### **Complaints**

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the academy's complaints policy and procedure.

### **Equal Opportunities**

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of academy. We promote self and mutual respect and a caring and non-judgmental attitude throughout the academy.

Teachers will consider the inclusiveness of all trips and activities before going ahead with planning. Teachers will meet with parents where necessary to discuss potential barriers and how they may be overcome.

The health and safety of the child and others will take priority in the decision making process for the outcome of the trip/event.