

# Kentmere Academy and Nursery

## SEND Information Report 2017/18



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## SEN Information Report – Kentmere Academy

Our school is an inclusive school that welcomes all who wish to attend, whilst recognising that some face barriers to attendance, participation and achievement. Kentmere is committed to providing an appropriate and high quality education to all the children living in our local area.

We believe that all children are special and are entitled to have access to the full school curriculum. We actively teach skills to encourage children to be sympathetic towards one another. We seek to maintain integration within the class situation.

Through differentiation across the curriculum every teacher will plan to maximize and match the opportunities that we are able to offer to help each child realize his/her full potential, academic, emotional, spiritual and social.

In order to ensure that every child is given the opportunity to have access to the full curriculum and to reach his/her full potential the early identification of learning needs is important. We have in place a series of procedures which support the facilitation of the early identification of Special Educational Needs.

### 1. The kinds of Special Educational Needs for which provision is made at the school:

- **Cognition and learning;** moderate learning difficulty, dyscalculia, dyslexia, dyspraxia, SpLD.
- **Sensory, medical and physical;** Downs Syndrome, Diabetes, Asthma, Epilepsy, Hearing impairment and Physical, Gerodermia Osteopdyplastica, visually impaired.
- **Communication and Interaction;** Autistic Spectrum Disorder (ASD), Asperger Syndrome, Speech and Language needs.
- **Social Emotional and Mental Health Difficulties;** Attention Deficit Hyperactive Disorder (ADHD).

### 2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

- The school follows the LA's current code of practice
- The school's SEND and Inclusion Policy can be found on the school's website

### 3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

- Evaluation of individual targets (provision maps- termly)

- Tracking of pupil progress, in terms of attainment, termly
- Monitoring by SENCO, one afternoon a week

**b. The school's arrangements for assessing and reviewing the progress of pupils with SEN**

- Evaluation of individual targets (every term)
- Tracking of pupil progress, in terms of attainment, half termly
- Progress of children with Speech and Language Therapy (SALT) is assessed and reviewed regularly throughout the year by the in house Speech and Language Therapist or the Speech and Language Therapy Assistant.
- Regularly involvement from the Educational Psychologist, when required
- For children with an Education Health Care Plans a review will take place at least once a year
- Consideration is given to the needs of all children when completing assessments e.g. a reader, a scribe, extra time or rest break
- After appropriate interventions, initial concerns are discussed with SENCO, followed by meeting with parents and referrals to outside agencies where appropriate
- Celebrating and assessing progress in wider areas, including social, emotional and progress towards a successful transition towards adulthood

**c. The school's approach to teaching pupils with SEN**

- SEN provision is underpinned by quality first teaching which is closely monitored to ensure maximum impact for all pupils
- Our school endeavours to remove barriers to learning
- We value working in partnership with our families to make high aspirations a reality for every child
- We are proud to have achieved the Primary Talk Accreditation, The Basic Skills Award and are an ASD friendly school.
- Provision for children with SEN is a matter for the school as a whole. **ALL** teachers are teachers of children with SEN. Teaching such children is therefore a whole school responsibility.
- Those with SEN will receive support that is additional to or different from provision made for other children
- No decision about me, without me

**d. How the school adapts the curriculum and learning environment**

- Personalised visual timetables for children
- Quiet work stations
- Use of FM for HI children
- Sensory snack boxes in all classrooms
- Sensory room available for all learners
- Use of coloured overlays

- Use of specialist technology and equipment, where appropriate.
- We encourage children to be involved in their learning and reflect on what they have achieved and what their next steps are. We call this Assessment for Learning e.g. thorough questioning, no hands up, talk partners

**e. Additional support for learning that is available for pupils with SEN**

- We have small class sizes, allowing children with SEN to have more access to their class teacher
- Most TAs are trained to deliver a number of intervention programmes throughout the school, such as Narrative Therapy, Precision Monitoring, SALT, Social and Emotional groups, reading, writing and maths boosters, phonics boosters, gifted and talented boosters.
- We work in partnership with external agencies (Healthy Young Minds, Speech and Language Therapist, Physio Therapy, Occupational Therapist, RANS, Educational Psychologists etc) to agree targets to meet the child's individual needs
- Work is closely matched to individual children's abilities

**f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum; and**

- Arrangements are modified to ensure that all children have access to extra-curricular activities, before/after school activities and educational trips

**g. Support that is available for improving the emotional and social development of pupils with SEN**

- We have Learning Mentors in School who carry out Speech and Language Groups, Circle times, Peer Listening programmes and Nurture Groups
- We have a ThInc room (the Willow Room) which is the base for many social and emotional interventions
- All staff are involved with the use of 5 point scales, which allow children to manage their feelings and emotions in an individual and manageable way

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**

- At Kentmere Academy, we have an Inclusion Team, which includes a SENCO, SENCO administrative assistant, EAL support workers, Speech and Language Therapist, Speech and Language Therapy Assistant, Learning Mentors, Behaviour Manager, Attendance Manager.
- Our Inclusion Manager is Miss Zoe Horton. She can be contacted at school on 01706 647533.

**5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured**

- The school has a trained SENCo who has the National Award for Special Educational Needs.
- All staff are appropriately trained to meet the specific needs of individual children. We regularly complete an audit of staff CPD and ensure we are meeting the specific needs of all children.
- Staff have had specific training –First Aid, ASD, 5-point scale, Speech and Language Therapy, Clicker 6, Narrative Therapy, Precision Monitoring.

- SENCO organises training on a needs basis in liaison with the CPD co-ordinator

#### **6. Information about how equipment and facilities to support children with SEN will be secured**

- Discussion with SENCO, parents and other agencies
- We endeavour to provide a range of resources to support the children's learning needs. This may be specific to individuals (FM systems, laptops, chairs and specific aids for seating/positioning. In addition to this, all children have access to school laptops, IPADs and other computers.
- All equipment is stored in locked, secure cupboards.

#### **7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**

- At the start of the school year, meetings with parents are arranged
- Throughout the year there are 2 parents meeting and there is an end of year annual report to parents
- Children with Statements/EHC plans will at least will have an annual review
- Individual pupil targets for SEN children will be reviewed on a regular basis and parents will be discussed at parents' evening, to have some input regarding the targets that their child will be working towards.
- Parents may be invited into school to discuss their child's progress at any time
- Children in year 6 will have a transition package to aid movement to their new school. All children with SEN, or vulnerable children are provided with transition books at the end of each academic year, to provide additional support for the transition to their next class.
- Parents are invited to liaise with outside agencies e. g Educational Psychologists, Speech and Language Therapist etc
- We have an open-door policy and actively encourage parents to be involved in every aspect of school life, including SEND

#### **8. The arrangements for consulting children with SEN about, and involving them in, their education**

- Children are aware of their educational targets and self evaluation is actively encouraged
- Children are supported where necessary, to think of areas for development and how to develop in these areas in school and at home
- Children are involved in their annual reviews/ transfer reviews
- Children are asked to voice their own opinions on their IEPs

#### **9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

- In the event that a complaint cannot be resolved then

1. Consult the class teacher
2. Consult the SENCO or Senior Manager
3. Consult the Headteacher. *If the complaint is still not resolved the complainant must put their complaint in writing to the Chair of Governors.*
4. The Governing Body deals with the matter through their agreed complaint resolution procedure. *In the unlikely event that the matter is still not resolved, the parent can take the complaint to the Local Authority complaints officer and ultimately to the Ombudsman/Secretary of State*

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

- We have regular contact with Educational Psychologist, Advisory Teachers, Speech and Language Therapist, Occupational Therapist, Physio Therapy, Healthy Young Minds, RANS
- Where children and families may require multi-agency support, they will be brought together through the Common Assessment Framework (CAF)
- A team of professionals will be formed around the child/families needs to agree actions to support them in school and at home.

**11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32**

[Click here for information on Parent Forum](#)

[You can access support from Parent Partnership by clicking here](#)

**12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

[Click here for information from the Family Directory](#)

[Click here for support in transition services](#)

**13. Information on where the local authority's local offer is published**

- The Local Authority's local offer can be found at [by clicking here](#)

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