

Name of the School: Simpson's Lane Academy

Date of Report: September 2024

SEND Information Report

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At Simpson's Lane Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued, and respected. It is an essential part of our Academy's aim to ensure that every child feels that they have equal opportunities and are treated fairly, regardless of their needs. We promote a whole school approach to teaching and learning which involves the adapting quality first inclusive practice to meet each child's individual need. Every opportunity is taken to ensure that all pupils with special educational needs and disabilities, along with every other pupil, are treated equally and fairly at all times. Our school aims to be an integral part of the wider community which values, enriches and provides diverse opportunities for all. We aim to:

- Provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs.
- Construct a curriculum that is ambitious and designed to give all learners, particularly those with special educational needs and /or disabilities, the knowledge and cultural understanding they need to succeed in life.
- Maximise each child's opportunities to experience success and achievement and to develop a positive self-image.
- To remove barriers to learning by understanding the needs of all pupils.

What kinds of needs can be supported at our academy?

As an inclusive school, children with every type of need, including all categories of SEND, are supported and we endeavour to ensure that every child in our school makes good or better progress at their level, and is well prepared for transition to high school and aspirations beyond.

Who can I talk to about my child's needs?

- The class teacher
- The SENCo (Special Educational Needs Co-ordinator)
- Assistant Principal, Vice Principal or Head of Academy

How do we identify if your child may need additional help and / or has special educational needs (SEN)?

All of our children are individual and recognise and celebrate difference. At Simpson's Lane Academy we spend time identifying the strengths and needs of each child individually both before and throughout their school life. Children with additional and /or special educational needs are identified through a range of different methods. We work collaboratively with parents, pupils, staff and external professionals to ensure that concerns raised are listened to in a welcoming environment so that any needs can be identified and addressed in a timely manner. We strive to identify pupils with barriers to learning at the earliest point; to support this all staff have regular training in person centred planning. In conjunction with all of the above we use the Delta tracking system, assessment tools, lesson observations, book scrutiny, pupil voice, parent voice, and detailed individual observations to assess if a pupil may have additional needs. Detailed below are the methods used by Simpson's Lane Academy to help identify pupils with additional needs;

- Parents informing the class teacher, parents' evening, at a meeting with the Special Educational Needs Co-ordinator, Assistant Principal or Head Teacher.
- Teacher Assessment through the scrutiny of children's development, progress and achievement in every lesson. Academic achievement and developmental progress is continually reviewed / monitored and is then discussed during pupil progress meetings to identify barriers.
- Prior to a child attending our academy we gather information that allows us to plan for their needs and ensure that they settle into our academy happily and makes good progress in lessons. This includes discussions with outside agencies or organisations previously involved with the child, working with previous schools and educational settings, home visits for nursery children and reception children new to the school and where necessary visits to the previous school by arrangement.

When concerns are raised we use a graduated approach to ensure that pupils gain the support needed.

PUPIL CAUSE FOR CONCERN

STAGE 1

- Cause for concern logged
- Teacher will discuss pupil with SENCO
- Class teacher and parents meet to complete Stage 1 paperwork
- Pupil recorded as 'Emerging SEND'
- Copies of Stage 1 paperwork shared with SENCO, parents and uploaded
- Stage 1 Reviewed TERMLY as a MINIMUM



STAGE 2

- Further discussion with SENCO
- SENCO, Class teacher and parents meet to complete Stage 2 paperwork
- Copies of Stage 2 paperwork shared with class teacher, parents and uploaded
- Pupil recorded on SEND register as SEND Support (K)
- Continue to use B-Squared document to track progress
- Appropriate interventions implemented and monitored by SENCO
- Stage 2 Reviewed TERMLY as a MINIMUM
- Possible involvement of external agencies



STAGE 3 (EHCP)

- Following discussions with all professionals an application for statutory assessment is submitted
- SENCO, Class teacher and parents meet to complete request for assessment paperwork
- Continue to use B-Squared document to track progress
- Appropriate interventions implemented and monitored by SENCO
- Stage two paperwork used to monitor short term targets and is reviewed TERMLY
- EHCP Reviewed ANNUALLY as a MINIMUM

How are SEND pupils taught?

For the majority of time, SEND pupils will be taught within classrooms alongside pupils who do not have SEND. Quality First Teaching will be adaptive at all times to meet the need of pupils with SEND. However, where necessary some pupils with SEND will receive additional support either in class, within small groups or one to one to work to support progress towards outcomes specified on their SEND support plans. The school provides:

- Targeted intervention groups for SEN children
- 1:1 support (if appropriate) for children with Educational, Health and Care Plans
- Small group work within class
- Small group work and 1:1 support for emotional needs

At Simpson's Lane Academy we also strive to ensure pupils' non-academic needs are met and treated with as much importance. To support this we have a positive approach to behaviour management which is supported by the following school policies:

- Attendance
- Behaviour
- Child protection and Safeguarding
- E-Safety
- Medical needs
- SEND

Where required, we support pupils' social and emotional development via individual support plans that teach social skills and coping strategies as well as access therapeutic support from external agencies.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

The curriculum is made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion through adaptive quality first teaching:

1. Setting appropriate learning challenges
2. Responding to pupils' individual needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A number of interventions which support learning, depending on the particular needs of the children, are organised. Identified pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and these pupils will have DELTA Graduated Response plans which will be co-produced by the class teacher, parents, child, any external professionals and SENDCO

outlining the child's specific needs. DELTA Graduated Response plans are agreed and reviewed regularly by the SENDCo, class teachers, teaching assistants, parents and child in order to ensure the child's needs are being met. The premises have also been adapted to provide easy access for pupils with physical disabilities.

What SEND skills and training do our staff have? Staff members All staff are trained in the requirements of:

- The SEND Code of Practice
- The Equalities Act
- The National Curriculum
- All general academy policies on teaching and learning and behaviour management, including information on how to ensure reasonable adjustments are in place for children with SEND.
- CPD in staff meetings
- Person Centred Approaches / Planning

Individual members of staff have attended courses relating to the particular needs of children they support. This has included: working with speech and language difficulties and managing behaviour.

Our teachers and teaching assistants (depending on their roles) have had training in the following areas:

- Identifying pupils with Additional needs– All staff
- Specific Speech and Language programmes – All Teaching Assistants
- Lego Therapy – Mrs N Gill, Miss R Burton and Miss S Coopey
- Musical interaction – Mrs J Dobson
- Talk for Writing – All Teachers and Teaching Assistants.
- White Rose Maths Jigsaw intervention – Miss K Tolson
- Socially speaking – Mrs M Wilkinson, Mrs K Walsh
- Speed Up & Write from the start – Miss C Winn
- Lifeboat – Mrs N Gill
- Launchpad of Literacy – Mrs D Pycroft
- Drawing and Talking – Mrs N Gill
- Thrive – All staff (Lead Thrive Practitioner – Miss L Holmes)
- Speech and Language – All Teachers
- Attachment – All Staff
- Developmental Trauma – All teaching assistants, Mrs L Silburn, Miss L Holmes
- Child Mental Health – Mrs L Silburn
- Rainbow words – All Teaching assistants

- Alphabet Arc – All teaching assistants
- Phonics – All Staff
- Sensory Circuits – All Staff

How do we work in partnership with parents/carers of children with SEND?

Partnership with parents is a fundamental part of our SEND offer. Working collaboratively with parents is a key focus of the SEND policy and we strive to ensure that parents play a crucial part in every element from identification through to the level of support in place. Parents will have discussions with both the class teacher and SENCo through the initial stages of identification and will be consulted before pupils are placed on the Special Educational Needs Register. We have an open door policy so that parents can see the class teacher and/or the SENCo if they have a particular concern and would like a longer discussion. Meetings may also be held with other members of the senior leadership team. Parents of pupils who require a DELTA Graduated Response plan will be invited to review meetings at least three times a year. Within each meeting, suggestions of how parents can support their child to achieve outcomes at home will be included. Pupils with SEN who have external agency support will be informed of suggestions and support in place as well as some parents being invited in to consult with external specialists, e.g. SALT (Speech and Language Therapy), WISENDSS (Wakefield Advisory Special Educational Needs and Disabilities Support Services) in order to discuss and plan additional support for their child. For pupils with an Educational Health and Care Plan (EHCP) or My Support Plan (MSP) parents will be invited to an annual review meeting along with any professionals involved to discuss their child's progress. In some cases parents are offered expert training and advice sessions to give them additional support from services such as the Hearing Impairment team.

How do we consult with children who have special educational needs and involve them in their education?

At Simpson's Lane Academy the pupil's views and opinions surrounding their learning and the school environment is extremely important. To ensure this children will participate in all decision making processes, target setting and contribute to reviewing their DELTA Graduated Response plan by having their views captured and outcomes built to support their aspirations. Children will take part in a pupil voice at least three times a year to capture their views regarding a number of key aspects of their school day and future aspirations. This is used to review all areas of the provision in place for individual pupils with SEND as well as the provision as a whole. As a result children will feel confident that they are being listened to and that their views are valued. Where appropriate pupils with an Educational Health and Care Plan or My Support Plan will be given the opportunity to attend review meetings in order for their views to be heard by all parties involved in supporting the pupil and to ensure that planning is person centred.

How do we work with other agencies in meeting the needs of children with SEND?

Specialist expertise are sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCo and numerous external agency support, including:

- Wakefield Inclusion Special Educational Needs and Disabilities Support Service
- Communication and Interaction Team
- Child and Family Inclusion Team
- Social Emotional Mental Health Team
- Visual Impairment and Hearing Impairment team
- Educational Psychology Team
- Emotion Based School Avoidance Team
- Occupational Therapy Team
- School Nursing Team
- Physiotherapist
- Local Authority and Private Speech and Language therapy
- Health Visitor
- Hospital teams - Paediatrics
- CAMHS
- Social Care

How do we prepare and support children to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?

New pupils to Simpson's Lane Academy

Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo. Where necessary the SENCo will arrange a further meeting with parents, previous setting, health visitor etc.

Before any child moves to our school find out as much about them as possible to help them settle in quickly. We contact their previous educational setting and meet with parents to complete necessary transfer of information procedures and all our new children also have the opportunity to come and visit the school. Where a child is identified as having a SEND need, we will meet with parents/carers to decide on the desired outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes. Some plans may also detail a "transition plan" to help a particular child settle into school easily and happily. However, this transition should only take a short amount of time and will be decided on during the initial meeting.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Whenever any child moves to another school we always pass on school records to the new school. Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

If a child has SEND we also:

- Pass on all SEND records
- Liaise with the SENCo or a member of the senior management team at the new school to clarify any information and provide any necessary advice.
- For children with specific difficulties or EHC plans, we organise some extra visits to the new school or work with them to help prepare them for the transition. For instance, the SENCo may help the child to compile a transition book of photographs, drawings and some writing which he/she then takes home to refer to.
- For children with EHC plans we will conduct an early annual review where the new SENCo and any external professionals involved with the child are invited to ensure any updated information is present, and to support a successful transition to the child's new setting.

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENCo will be available to answer any specific queries or provide updates for a new teacher.
- Children will also visit their new classrooms and spend some time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who may feel anxiety about the change and a transition book is made to help support them and their parents during school holidays.

How do we ensure every child is receiving the right support to meet their needs?

All teaching is monitored to ensure that it is of the sufficiently good quality by the academy's leadership team and other agencies, such as Ofsted. This is done through person centred approaches including: observing lessons, reviewing books, assessing the appropriateness of the classroom environment for age group concerned, reviewing the development and progress of all children and seeking feedback from pupils and parents/carers. This information is reported to the school governors and noted in the minutes.

If you have any concerns about your child's well-being, development or academic progress at any time please contact school personnel in this order:

1. Class Teacher
2. SENCo
3. Assistant Principal
4. Vice Principal
5. Head of Academy
6. Chair of Governors

Simpson's Lane Academy Local Authority Offer <http://wakefield.mylocaloffer.org/Home>