

E-ACT Pathways Academy

Special Educational Needs School Information Report “What we offer”



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

This is our Special Educational Needs school information report. It is produced by the academy to show parents and carers how the SEN/D policy was implemented and what was achieved. It is updated annually at the end of each academic year. The report for 2018/19 will be completed in the summer of 2019. It complies with the requirements of the Children and Families Act 2014 and the revised SEN code of practice 2014.

This report links to our policies on:

- [Accessibility](#)
- [Behaviour and Anti-Bullying policy](#)
- [Complaints procedure](#)
- [Admissions policy](#)

Pathways E-ACT Leader for SEN/D is:

Fiona Mason

Contact: Fiona.mason@e-act.org.uk

In 2017/18 at Pathways we provided for the following types of special educational needs and/or disabilities

- communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- cognition and learning, for example, dyslexia, dyspraxia,
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- moderate/severe/profound and multiple learning difficulties

How we identify a child with special educational needs or disabilities and assess their needs

We assess each child's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all children. They will identify children who may or may not have special educational needs if:

- their progress is significantly slower than that of their peers starting from the same baseline
- their attainment is significantly lower than that of their peers starting from the same baseline
- their rate of progress slows significantly
- their attainment is hampered because of an educational barrier or need
- medical professionals identify a disability

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At E-ACT Pathways Academy, children are also identified as having Special Educational Needs and/or a disability in the following ways:

- liaison with the previous setting
- children performing below age related expectations
- concerns raised by parents/carers
- concerns raised by staff
- liaison with external agencies
- referrals from the health visitor EYFS/school nurse Year 1-6
- health diagnosis through a paediatrician
- their academic performance
- clinical psychologist diagnosis
- educational psychologist diagnostic assessment
- speech and language assessment

The academy uses a variety of tests to assess the needs of the children. Literacy Assessment On-Line is used to test the reading and spelling age of the children. The PIRA test is used to assess the reading comprehension skills and the PUMA test for mathematics. The assessments are completed every term and are used to inform the academy if any interventions that are required. The academy also uses internal assessments such as mock SATS to assess the needs of the children.

The academy will request an external assessment with the educational psychologist if there appears to be a specific learning difficulty such as dyslexia.

How we consult and involve the child and parents

Parent partnership is encouraged through termly consultations, coffee mornings, annual reports, SEND reviews and informal discussions. The children and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Parents are consulted regularly at the termly parents' evenings. The academy also captures the views of the children and the parents every term using surveys. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

We will have an early discussion with the child and their parents when identifying whether each child requires special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the child's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on the next steps required.

Notes of these early discussions will be added to the child's record and given to their parents.

We will formally notify parents when it is decided that a child will receive SEN support.

Parents will be consulted to obtain permission for referrals to outside agencies for example; speech and language therapy, educational psychology. Parents will be invited to attend any professionals or review meeting where appropriate that will help support their child.

How we assess and review the child's progress towards outcomes

Families are regularly invited into school to discuss their child's progress and welfare across the academy. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. These are completed every term and the document is communicated by the SENCO and class teacher to parents/carers and children. It sets out the provision and strategies in place for the child and current assessment data.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on:

- the teacher's assessment and experience of the child
- their previous progress and attainment and behaviour

- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the child's own views
- advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Children who receive additional support have an individual profile that details their strengths and difficulties, likes and dislikes and strategies for teachers to use in lessons. These are reviewed termly with the child to ensure it is fully up to date and to check that the support in the classroom is making an impact on the child's progress. Parents are fully involved in the review process throughout the year.

If there are concerns that the child is not making sufficient progress after two terms, the SENCO and relevant agencies will consider completing a 'My Plan' with the child and parents. This will create a provision plan. This plan will be reviewed every 6 weeks and will run for at least two cycles before an Education Health and Care Assessment (EHCP) is considered.

The Academy reports to the governance every 6 weeks during the Raising Attainment Meeting (RAM). The governance will review the progress of SEN learners and the provisions in place. This will include learning walks and 'book looks' every 6 weeks.

How we support each child moving on to their next school

We recognise the key points for transition are; the move into and from Nursery and Reception into Year 1, from Year 2 into Year 3, from Year 6 to Secondary education.

There is a comprehensive programme in place to support the children moving from Nursery to Reception. This includes visiting the child at home and at an external Nursery if applicable. The SENCO will also be involved in this process to ensure there is a clear plan in place for the admission arrangements for all children with SEN or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.

Transition between year groups is carefully planned for to ensure a smooth process for the children. Class teachers meet on a number of occasions to hand over relevant information

about the children in their class and in turn receive information from teachers for the class coming up. Additional SEN information is also transferred via the SENCO and relevant reports and advice are shared. Each class teacher has a SEND file for the children in their class which has relevant information and reports that they transfer to the next class teacher. Pupils visit their new classrooms and teachers during the end of summer term, helping them to familiarise with the new space.

We provide additional visits if required to support the transition during the summer term before the children start secondary school. This gives them an insight into lessons, teaching and socialisation before they make the transition to secondary. We meet, where possible, the SENCO at the receiving secondary school to make sure that they are fully informed about the child's previous SEN/D provision.

All records and files are transferred prior to a child starting at a new school, this also includes a child changing schools mid-year.

How we teach children with special educational needs and/or disabilities

In line with SEN Code of Practice, the academy believes that "all teachers are teachers of children with special educational needs". As such, the academy adopts "a graduated approach" that places quality first teaching at the heart of all lessons.

The staff receive a range of specialist training. The SENCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of children. Quality teaching and inclusive classroom practice is a high priority at the academy. Teachers are supported by the senior leadership team and members of the SEN team to ensure the classroom and resources are accessible to children with special educational needs and/or disabilities. In addition, the academy has a wide range of different types of support which include: accessing advice from specialists, in-class TA support and alternative curriculum therapies that are personalised for each child based on their needs.

At Pathways we provide specialist support for children with significant communication difficulties including autism. WILLOWS is a specialist unit which works to provide an environment in which children with significant speech and language / social communication needs can thrive. Children are supported with basic skills alongside a number of interventions designed specifically to support the children's individual requirements. Our ultimate aim is to help all children recognise and work towards achieving their academic, social and life goals

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEN/D. This will be differentiated for individual children if appropriate. We will also provide the following interventions:

Intervention	Who provides this
Access to learning support staff	In every classroom For group work Interventions at lunchtime and playtime
Strategies/Programmes for speech and language	Speech and Language therapist programmes used in class Total communication approach to language development
ESCAL Speech and Language Programme/ screening	Early years speech groups (nursery and foundation stage)
Strategies/Programmes to support develop English/Reading	Small group intervention Reading buddies Paired reading Focused reading comprehension intervention Phonics intervention Precision teaching Coloured overlays Writing slopes
Strategies/programmes to support/develop maths	Small group intervention Maths support clubs Mastery Maths Practical apparatus- manipulatives
WILLOWS	Modified curriculum Language Interventions Intensive Interaction Attention Autism Gross/Fine Motor Skill Interventions

<p>Social skills and enhancing self-esteem.</p>	<p>Small group support Mentoring Senior Learning Mentors Social skills group Social stories for individual children Friendship group lunch time</p>
<p>Mentoring activities</p>	<p>Pastoral mentors Peer mediators</p>
<p>Reduce anxiety and promote well-being</p>	<p>Visual timetables Transition support, visits and events Staff/SENDSCO communicate with Parents Personalised programmes Learning Mentor 'One to One' sessions</p>
<p>Support and modify behaviour</p>	<p>Academies rewards and consequences as set out in the Behaviour Policy Personalised behaviour plans Pastoral mentors Intervention programmes – Volcano in my tummy Boxall Profile Goodman's Strengths and Difficulties Questionnaire</p>
<p>Personal and Medical care</p>	<p>Individual health care plans for children with high medical needs</p>

How we adapt the curriculum and learning environment to ensure the needs of the child are met

We make the following adaptations to ensure all children's needs are met:

- differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1 to 1 work
- adapting our resources and staffing e.g. large print for children with a visual impairment; microphone and hearing loop for those with a hearing need, special chairs and equipment for those with movement needs
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support is available for learning

We have teaching assistants who are trained to deliver interventions such as:

- phonics interventions
- speech and language interventions
- boxall profiling for children with attachment and social, emotional mental health(SEMH)
- mental health first aiders who provide mentoring for children with social, mental health difficulties
- Lego therapy
- autism 1:1 communication support using social stories
- SALT programmes NHS SALT link

Teaching assistants will support children on a 1:1 basis when:

- they have complex needs supported through an Education Health Care Plan
- targeted interventions set by the class teacher for consolidation of concepts
- personalised SALT programme set by the NHS Speech and Language therapist
- children with high medical needs who have require supervision for health and safety and administration of medical support.

Teaching assistants will support children in small groups when they are:

- receiving targeted interventions for comprehension, maths and spellings
- phonic interventions
- in class support to provide scaffolding of learning for children with processing needs, literacy or memory difficulties
- children requiring self-esteem support and confidence building

We work with the following professionals to provide support for children with SEND:

- speech and language services
- educational psychology service
- early years inclusion service
- autism team
- vision/hearing support service
- LEA safeguarding hub (MAST)

Staff with specialist training or have 'experts' to support you

All staff in the academy must attend training sessions throughout the year that include a range of topics to support children with special educational needs and/or disabilities. The training programme is reviewed regularly and is linked to performance management, learning walk evidence and changes to policy/practice.

The academy has access to a range of external 'experts' and works very closely with all agencies to fully support our children and families. This includes the school's educational psychologist, speech/language support and school nurse.

The academy safeguarding and attendance team have strong links with all agencies and work closely with the SENCO. The learning mentors have completed the 'Early Help' training through the local authority and will provide additional support when required.

All staff have received training in attachment theory, using strategies to support and nurture children who have social and emotional needs.

The SENCO is fully trained to use Boxall Profiling and Goodman's strengths and Difficulties Questionnaires to support children with complex social emotional needs. The SENCO has also trained to use the SCERTs strategies to support children with ASD.

The Academy has 2 full time learning mentors who work closely with external agencies including MAST and CAMHS.

Our SENCO has successfully completed the National Award for Special Education Needs Coordination NASENCO.

We have a team of 19 teaching assistants, including 3 Level 3 TAs who help to deliver SEN provision.

One TA is trained to deliver Forest Schools and currently works with difficult to engage children across the academy.

There are currently 12 members of staff who are fully qualified mental health first aiders (MHFA England), including the SENCO and learning mentors.

The SENCO and learning mentors are also trained to deliver the Jigsaw scheme which supports families with vulnerable children.

What happens if a child needs specialist equipment, services or support?

The school's aim is that all children follow a broad and balanced curriculum. This means that our primary aim is always that children access a full range of lessons. For children with SEN/D, we will make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school's senior leadership team, SENCO, parents and the child themselves. The Academy will liaise with external agencies for advice and support if specialist equipment is required to meet the needs of any child. The academy will ensure there is a clear plan in place for the admission arrangements for all young people with SEN/D or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.

- there is a breakfast club in the school dining area and lunchtime groups for children in the learning mentor and Willows rooms
- children will often be assigned a link TA and the strong pastoral system in the school will mean that teachers, TAs, mentors, senior leaders are available for children to talk to on a day-to-day basis
- time out space with the Pastoral Team when required
- Peer Mediator Service is provided by our 'Healthy Minds Champions' during social times of the day to provide support for emotional well-being
- full access to the site – lift to all floors
- ground floor first aid room
- portal ramps for wheel chair access

There is a designated member of staff that is responsible for all students that have medical needs. The academy will ensure all staff have access to the medical register and are fully aware of the child's medical needs. The individual health care plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers. There is a defibrillator on site and key staff that are fully trained for emergencies.

Parents need to contact the office if medication is recommended by health professionals to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staffs are able to manage medical situations.

How we evaluate the effectiveness of the SEN provision

We evaluate the effectiveness of provision for each child with SEN/D by:

- reviewing children's individual progress towards their goals each term
- child and parent voice
- reviewing the impact of interventions after 6 weeks
- using child questionnaires
- monitoring by the SENCO
- using provision maps to measure progress
- holding annual reviews for a child with EHC plans
- termly reviews for children with SEN/D

How we enable the children with SEN/D to engage in activities to those in the school who do not have SEN/D

At Pathways Academy we want to ensure there are no barriers for the children with SEN/D and ensure that all SEN/D children enjoy the same activities as other children in the academy.

We aim for all children to be included on school trips and visits. All children are encouraged to go on our residential trip(s). We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

No child is ever excluded from taking part in these activities because of their SEN or disability.

All children have access to extra-curricular activities and they are differentiated to meet the individual child's needs. The academy currently offers the following activities:

- Sports Clubs: Football, Gymnastics, Girls Can Club,, X Country Running, Dance
- Forest Schools
- Mindfulness and Relaxation
- Cooking
- Origami
- Yoga
- ICT

How we improve the emotional and social development of your child

We provide support for children to improve their emotional and social development in the following ways:

- children with SEN are encouraged to be part of the school council or a school ambassador
- reflection space with the pastoral team when required
- weekly lessons from the Jigsaw programme, including circle times, address many of the issues surrounding social and emotional needs.
- Family Jigsaw programme supports vulnerable children and their families
- Healthy Minds champions raise awareness across school and provide peer support
- the academy has Mental Health First Aiders

We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows children to reach their true potential. The child voice is vital in all aspects of Academy life. This is formally reviewed throughout the year. The academy values childrens' views and opinions and has an active child council. On a daily basis, children are able to discuss their views feelings with their class teacher, Phase Leaders and the SEN team.

How does the academy work with other agencies and services?

The Academy works with a wide range of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- school NHS link speech and language therapist
- school nurse
- CAMHS (Child and Adolescent Mental Health Services)
- community paediatrician-based at the Ryegate Centre
- Educational psychologist - responsible for planning, meeting, observing, assessment, parent liaison and advice.

The academy will liaise and communicate with professionals and parents by:

- attendance at meetings and preparation of reports
- regular meetings as required
- SENCO available at parents evenings/parent coffee mornings.

What should I do if I disagree with what you are doing or want to make a complaint?

In the first instance, all SEND enquiries and complaints should be made to the SENCO.

Mrs. Fiona Mason

Fiona.Mason@E-ACT.org.uk

Tel: 0114 2310044

If the concerns are not resolved this should be communicated to the Headteacher. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Children, staff and parents are expected to listen carefully and respectfully to each other.

All complaints or enquires can be made by arranging an appointment or via email/phone/letter. A parent/carer can escalate any concerns to the regional governance team by contacting the system leader.

Mrs Elizabeth Browne

Elizabeth.Browne@e-act.org.uk

A copy of the Academies Complaints Procedure is available on request from the office or via the website.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Who should you contact for further details of support services for parents of children with SEN/D

Special Educational Needs Coordinator

Fiona Mason

Fiona.Mason@E-ACT.org.uk

Head Teacher

Richard Browne

Richard.Browne@E-ACT.org.uk

Governance - SEND System Leader

Elizabeth Browne

Elizabeth.Browne@E-ACT.org.uk

Where can you find out more about what support there is for children with SEND in the local area?

We are very fortunate to have a committed and dedicated SEN team, featuring a wealth of experience of working with children with SEN. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer (a list of services offered by the local authority).

Additional details of the Local Offer for Sheffield and the services available can be found here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannel=0>

This policy and information report will be reviewed by the SENCO, **Fiona Mason** every year. It will also be updated if any changes to the information are made during the year. It will be approved annually by the regional governance – System Leader (SEND) **Elizabeth Browne**.