



## **Local Offer for Special Educational Needs and Disability Inclusion**

The school has a strong commitment towards inclusive education for all children, and in line with the revised Code of Practice takes steps to provide appropriate curriculum opportunities, teaching and learning approaches, and resources in order to meet a wide range of individual needs.

Our school recognises that some children, during their time in school, may have additional educational needs. The school's Special Needs Policy details how those children who need extra support in any curriculum area may receive it. This may be in the form of asking external professional agencies for advice. Parents will be informed and involved at all stages.

We offer detailed specific and targeted support programmes to all children when and where necessary. If you have concerns, queries or questions please don't hesitate to contact the school's SENDCo.

### **Key members of the staff's responsibilities**

**Principal** To ensure staff are appointed with the skills necessary to provide inclusive education.

#### **SEN Governor**

To monitor the impact the Academy's SENDCo is having and ensure children's needs are being provided for

#### **SENDCo – Special Educational Needs Co-ordinator**

To have a strategic role in supporting staff to plan appropriate provision for children identified as having a special educational need, and monitor the children who may later be identified with additional needs

#### **Class teachers**

To plan and teach inclusive lessons for all pupils taking advice from the Academy's SENDCo and outside agencies where necessary.

#### **Specific individual support**

Some staff are appointed to work specifically with individuals or groups of children to develop specific skills such as Speech and Language, support behaviour, support an individual's ability to access a broad and balanced curriculum.

#### **Specialists – Outside agencies**

We have many outside agencies who support children within our academy.

SALT – Speech and Language Therapy

EP – Educational Psychologist

STAPs – Specialist Teaching and Applied Psychology service

ASD and Social Communication Outreach service – Autism Spectrum Disorder and Social Communication Outreach service

CP – Community Paediatrician

Questions our parents often ask;

### **What is a Special Educational Need?**

A special educational need is an identified additional need that cannot be met solely through our quality first teaching.

### **How do I know if my child has a Special Educational Need?**

In the first instance your child's class teacher will talk to you about your child's progress and recent assessments. At this point the class teacher will discuss with you the specific additional needs of your child; it may be that a short additional intervention programme is to be put in place to get your child back on track, or they may continue to need additional support for longer periods of time. Whilst your child is requiring additional support they will be placed on the SEND register. This ensures that they are highlighted to the SENDCo and if necessary can be referred to outside agencies for additional support and advice. At every step you will be involved.

### **What should I do if I am concerned my child may have a special educational need?**

In the first instance talk to your child's class teacher, and then if necessary the SENDCo.

### **How does the Academy know my child has a Special Educational Need?**

As a trust we regularly assess and monitor the progress of our children; we pride ourselves on knowing your child's abilities. This is one of the ways an additional need may be highlighted – through lack of, or slower than expected progress. The class teachers know their class most comprehensively and if they feel they are concerned about a child's communication and interaction skills, cognition and learning, social, mental and emotional health or sensory and/or physical development then they will talk to you about any similar concerns you may have.

At Pioneers Academy your child's progress will be detailed in a report to parents at 5 points within the year. On the report it will state how much progress your child has made and what their targets are. If you have any further questions about your child's progress then please speak with your child's class teacher.

### **Who should I contact if I want more information about my child's progress?**

Your child's class teacher

### **Who should I contact if I want more information about Special Educational Needs?**

In the first instance the class teacher and then the SENDCo

### **How will I be involved in my child's Special Educational Needs provision? What should I do if I want to be more involved?**

If your child is placed on the SEN register with a higher level of need they will be set individual targets that will be reviewed regularly. You and your child will be invited to these review meetings, where your thoughts and opinions will be greatly received. During this meeting, the set targets will be reviewed and new ones set.

### **How will my child be involved?**

Your child's views and opinions will be valued throughout their education; if your child is also on the SEN register they will take part in creating their individual pupil profile which also contains their targets.

### **How does the curriculum support my child's development?**

At Pioneers Academy we use a range of strategies, including;

- A 'stage not age' approach. This means your child will get tailored teaching direct to their ability and needs, regardless of whether they are on the SEN register.
- Differentiation – within the lessons the activities will be matched directly according to your child's abilities
- Use of supportive resources to suit the individual needs of all our pupils including use of technology. Things like net books, laptops, spell checkers, coloured overlays, and off white exercise books

### **What will the Academy be doing for my child to support their Special Educational Need?**

The provision for your child is very individual and we use something called provision mapping to map out the necessary provisions for your child on a regular basis. This ensures we can regularly review and evaluate the provision we are providing for your child and make the necessary changes when and where appropriate.

### **How will I know what support my child is receiving on a day to day basis?**

You will be invited to the review meetings at 3 points through the year (end of Autumn Term, end of Spring Term and end of Summer Term) along with the standard parents evening to ensure you have the opportunity to take part in the discussion process about what we can offer for your child and regularly offered parent meetings; however if you would like to meet more often please speak to your child's class teacher for regular updates.

### **What specialist services and expertise are available at, or can be accessed by the Academy?**

SALT – Speech and Language Therapy

We may refer your child to the SALT if they are finding it difficult to communicate or understand at an age appropriate level; this will be discussed with you first.

EP – Educational Psychologist

If your child's needs are significantly impacting on their ability to maintain progress at an age appropriate level we may feel it necessary to request the support of the EP to help school and home put in place steps to support your child's development; this will be discussed with you first.

STAPs – Specialist Teaching and Applied Psychology Service

If your child is finding learning difficult and has been for a while, even after school have supported them through additional intervention programmes, we may feel a more in depth learning assessment is required. The specialist teacher is able to then provide a detailed report about your child's strengths and difficulties and offer school advice on which intervention programme would best support the needs of your child. Once again this will be discussed with you first.

ASD and Social Communication Outreach service – Autism Spectrum Disorder and Social Communication Outreach service

If your child is finding social behaviour and communicating difficult we would ask for the support of the outreach service to advise the school on the best next steps for your child; this will be discussed with you first.

CP – Community Paediatrician

If we feel there may be an underlying medical difficulty that is impacting of your child's learning and development we would refer to the community paediatrician for further advice; this will be discussed with you first.

### **What training do the staff have, or are having to help support children with SEND?**

All staff have training about how to support and include all children. We provide staff with regular updates about the expectations for all of our pupils. Class teachers take part in regular meetings to discuss pupil progress and ensure that all the children's needs are being met within their class rooms.

All staff are trained to use and deliver the Read Write Inc reading programme.

All staff are trained in First Aid

All staff have Team Teach training, to enable us to actively support the de-escalation process for children who find it hard to self-regulate their behaviours.

All Teachers have regular meetings to ensure their practice is up to date and at its most effective

Teachers are supported by the SENDCo and other senior colleagues with how to effectively plan provision for the children within their classes.

Teaching assistants are supported and trained by the SENDCo to deliver effective intervention programmes.

The SENDCo has completed the statutory 'National Award for SENDCo' at MA level.

### **How will my child be included in activities outside the classroom, including school trips?**

The academy will include all children in all activities with only very rare exceptions.

Teachers will make adjustments in lessons to the delivery of teaching to ensure all children can actively participate, this may be through the use of specific resources, teaching styles or by activities set. Teaching Assistants will support the teachers in the delivery of lessons and support the children's access to the learning.

All trips will be risk assessed prior to taking place; where children require additional adult support, a decision will be made on an individual basis what that support may look like, in order for the child to have access. On rare occasions it may be felt that to ensure the full safety of the child and others, the child's parents may be required to also attend the trip.

### **How will the Academy support my child when making the transition from Nursery to Foundation or Year 6 to Secondary?**

The academy will work with Nurseries prior to the children starting at school. The class teachers will set specific dates to meet and greet, get to know and develop a relationship with your child. Along with having discussions with the Nursery staff to ensure the correct provisions are in place prior to the September. The Academy will also work with Secondary provisions to ensure the smooth transition for all children, taking particular care for children with additional needs. This may be additional meetings for new staff to meet the Year 6's, along with parents to have the chance to review their child's progress with the new schools SENDCo, ensuring full transition plans are in place. The Academy will also work to support parents with transition arrangements

### **What is an EHC? How will I know if my child needs one?**

An EHC is an Education, Health and Care plan, which the majority of children with SEN will not require as they will have their needs met within local mainstream education. However if it is felt that the Academy requires further resources and support to be able to provide for your child, above the reasonable adjustments being made, then in discussions with you and other outside agencies an assessment will be conducted. This assessment will detail what your child's education, health

and care needs are and an Education, Health and Care (EHC) assessment will be requested.

Once the request has been made to the Local Authority, within 26 weeks the local authority will have made a decision.

### **Admissions of pupils with Special Educational Needs and Disabilities**

The school welcomes all children who can make the most of the opportunities offered and can flourish in our caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life.

All pupils with SEND on entry to the school with their parents will be invited to discuss with the SENDCo any support that is currently in place at their current setting and how we can ease the transition in to our school by building on previous successful support

Treating every child as an individual is important. Our school works hard to ensure all pupils are treated equally and we will provide accessibility plans as necessary.

### **The kinds of needs we provide for at Pioneers;**

*Communication and interaction* – speech and language difficulties, communication difficulties

*Cognition and learning* – Dyslexia, mild learning difficulties, learning delay

*Social, Mental, Emotional Health* – Autism Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, bereavement,

*Sensory and or Physical Development* – Sight and hearing difficulties, physical and motor difficulties

Please find below a list of the interventions that as a school we can provide for your child. These interventions have been selected based upon independent research and/or school based impact measures.

## SEND Provision Map

## Pioneers Academy

2015 - 2016

Area of Need	All pupils <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Level 1 support <i>Learning programmes are reflected in <u>class teacher's planning</u></i>	Specific targeted approaches	
			Level 2 Support <i>Learning programmes are reflected in <u>additional support that may be in class</u></i>	Level 3 Support <i>Learning programmes are reflected in <u>additional specialist support that may be in and out of the class room</u></i>
<b>Cognition and Learning</b>	Differentiated curriculum - planning, activities, delivery and outcome General teaching assistant in class support Increased visual aids / modelling etc Visual timetables Illustrated dictionaries ACE dictionaries Use of writing frames Access to ICT i.e. word processor, camera, I pads RWInc Phonics programme Ruth Miskin Spelling programme Maths Sets	Additional high frequency word games Multi-sensory spelling practice groups Phonics Intervention 1 to 1 Tuition Guided writing groups	<b>Individual class based learning programme</b> of intervention supported by a general teaching assistant i.e. paired reading, spelling programmes Access to additional individual reading (inc. Pets as Therapy reading dogs).  Sensory Circuits	Intensive programme of intervention Sensory Circuits Toe by Toe Beat Dyslexia 1-6 Nessy Fingers –Touch Typing AnnArbour tracking Rainbow Readers tracking First Move – fine and gross motor movement Cutting skills Callirobics (fine motor skills) Write from the start – fine motor skills – LDA Closing the Gap - Numicon IDP for SpLD and SLCN External agency involvement to observe, assess, provide advice and/or support e.g. STT, EP, SALT, CP

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<b>Communication and Interaction</b>	Differentiated curriculum - planning, activities, delivery and outcome i.e. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols/picture cards Structured school and class routines RWinc Phonics programme	In class support with focus on supporting speech and language – SALT clinic based pupils Talking Time WellComm	<b>Individual class based learning programme</b> Speech and Language support – programme designed by SALT but implemented by a general teaching assistant Overview and general advice from Autism Outreach Team Visual cue cards Personalised visual timetable Social stories Socially Speaking	External agency involvement i.e. SALT, STT to observe, assess, provide advice and/or support Specific advice from Autism Outreach WellComm Early First Call First Call Talking Time LipSync – moving sound cards IDP for SpLD and SLCN IDP for SLCN IDP for ASD

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<b>Emotional, Behavioural and Social</b>	Whole school Behaviour Management Policy Whole school & class rules Reward system Behaviour Watch Sanction system – Stage 1, 2 and 3 Circle Time (PSHE inc SEAL) School Council Play leaders Home/School Agreement Talking Partners	Small group Circle Time	<b>Individual class based learning programme</b> Individual reward/sanction system (additional to the whole school system in place) Home/school record or Learning mentoring Social stories	External agency involvement i.e. TLC, STT to observe, assess, provide advice and/or support Possible involvement of Child and Mental Health Services (CAMHS) Sensory circuits
<b>Sensory and Physical</b>	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes/angle boards Pencil grips Hearing aids for the child	Keyboard skills training Additional handwriting practice Write Start Hearing loops	<b>Individual class based learning programme</b> Individual support in class during PE and lunch time Access to PC/laptop	<b>Personalised learning programme of both in class and out of class support</b> External agency involvement i.e. SIS, Physiotherapy, Occupational Therapy, Community Paediatrician to observe, assess, provide advice and/or support Physiotherapy/OT programmes supported by a qualified teaching assistant First Move Sensory Circuits Sensory Room (4d Creative)

STT: *Specialist Teaching Team*  
TLC: *Teaching and Learning Centre*  
SIS: *Sensory Impaired Service*

SALT: *Speech and Language Therapy Service*