



Sycamore Academy

A L.E.A.D. Academy

Sycamore Academy SEND Local Offer/SEND information report

What is a SEND Local Offer?

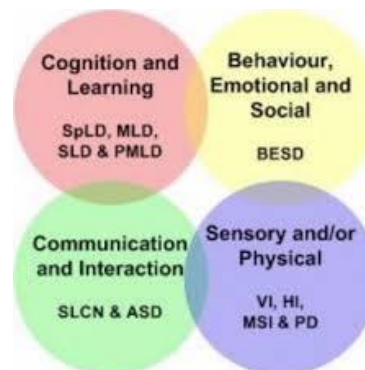
A SEND Offer/Information Report provides information for parents/carers of children with Special Educational Needs and Disability. (SEND).

The offer outlines the support and provision that you can expect to receive from Sycamore LEAD Academy.

SEND Offer Statement

At Sycamore LEAD Academy we strive to achieve the highest standards to support pupils with Special Educational Needs and Disabilities (SEND) We promote an inclusive educational environment in which we support and encourage all pupils to reach their potential. The majority of the children will have their needs met through quality first teaching. However some children may require 'different' and 'additional provision' to learn and progress. In order to do this, steps will be taken to help all children achieve what they are capable of and do their very best. Sycamore Academy works closely with the Nottingham City Local Authority in order to support our learners who are identified to have a need within the four areas of SEND, as identified by the DFE (SEN Code of Practice 2014).

These are: - Communication and Interaction (including ASD across the spectrum) - Cognition and Learning (including Dyslexia, Dyspraxia and Specific Learning Difficulty (SPLD) - Social Emotional and Mental Health (including ADHD) - Sensory and/or Physical

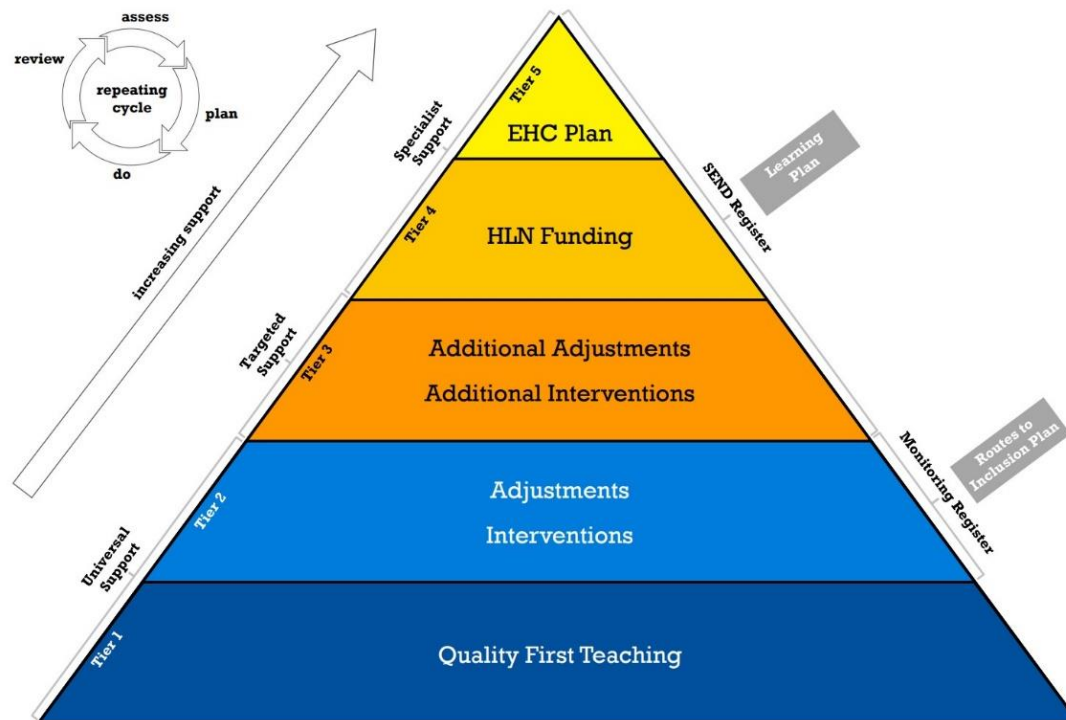


How does Sycamore LEAD Academy define Special Educational Needs and Disability?

We use the definition stated in the 2014 Special Educational Needs Code of Practice.

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child or young person has SEND if they have a significantly greater difficulty in learning than the majority of others of the same age
- A child or young person has SEND if they have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

At Sycamore LEAD Academy, we keep an up to date list of all pupils who receive additional and different support to meet their needs at three different levels which are: Universal support, Targeted support and Specialist support. Within those levels there are 5 Tiers.



Tier 1 includes all the children whose needs can be met through quality first teaching and they do not require any additional support.

Tier 2 includes the children whose progress and development is starting to cause some concerns and teachers are closely monitoring those. At this stage some children may access interventions and some adjustments can be made.

Tier 3 includes the children that have a clearly identified need that falls into one of the four main areas of need. At this stage the children are placed in the SEND register, an individualised learning plan is created for them, reasonable adjustments are made and their progress and development is closely monitored both by the teacher and the SENDCo.

Tier 4 includes the children whose needs cannot be met through reasonable adjustments and they require or are in receipt of high level needs funding (HLN) in order for school to be able to provide additional support to the one available for children on Tier 3.

Tier 5 includes the children whose needs are significant and require or have an Educational Health Care Plan (EHCP).

How does Sycamore Academy support parents and pupils with SEND?

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) coordinates the relevant support for children with SEND. This includes organising additional adult support, interventions, monitoring and tracking pupil progress and collaborating with outside agencies. The SENDCO has an important role to play with the Head Teacher, Senior Leadership Team and the Governing Body, in determining the development of SEN policy and provision in the school. The Special Educational Needs Coordinator (SENDCO) is Mrs Pappa and the Head Teacher, Ms Emma Thorne.

The Governing Body have overall responsibility for the management of the school's SEND Policy. The Named Governor with responsibility for SEND is Sophie Foster.

Your child's class teacher with support from the SENDCO remains responsible for your child's learning and should always be your first contact if you have any concerns.

How does the school know if my child has an additional need?

We use a range of information to identify if a child has SEN and /or a disability through our own observations and assessments of how your child is doing in school, tracking their progress, collating information from parents/carers and external agencies, undertaking possible further assessments of their abilities or a clinical diagnosis that might be on-going e.g. for possible autism or ADHD.

How will the school let me know my child has SEN?

Your child's class teacher or SENDCO will initially contact you to arrange a meeting to talk through any concerns about your child's additional needs. This will involve gathering more information to have a clearer picture of your child's interests and strengths as well as their difficulties. As a parent, you have a unique knowledge of your child and the information you can provide will help us to have a better understanding of your child in order to support them. Working together will bring about the best progress for your child. We will also seek your written consent to involve any other professionals who can help us to understand your child's needs better to support them more effectively.

What steps will the class teacher take to help my child if they are having difficulty learning?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Adaptation is approached in different ways to support access to the curriculum and ensure that all pupils can experience success and challenges in their learning. Learning can be scaffolded to allow all pupils to be successful and make progress. Additional adults and grouping arrangements are organised flexibly to help groups or individual children with the long-term goal of developing independent learning. Monitoring takes place to avoid pupils becoming too reliant and dependent on adult support. Teachers and SENDCo regularly check pupil progress to see if they are making better progress over time. The class teacher will talk to you about the targets your child is working towards and how you can support your child's learning at home.

How will the school let me know how my child is doing?

Your child's progress will be reviewed with you and your child at a termly parents meeting. You are always welcome to make an appointment with your child's class teacher at any time to find out how your child is progressing and discuss any concerns. If possible this is best done at the end of the day or you can ring and leave a message at the office and the teacher will get back to you.

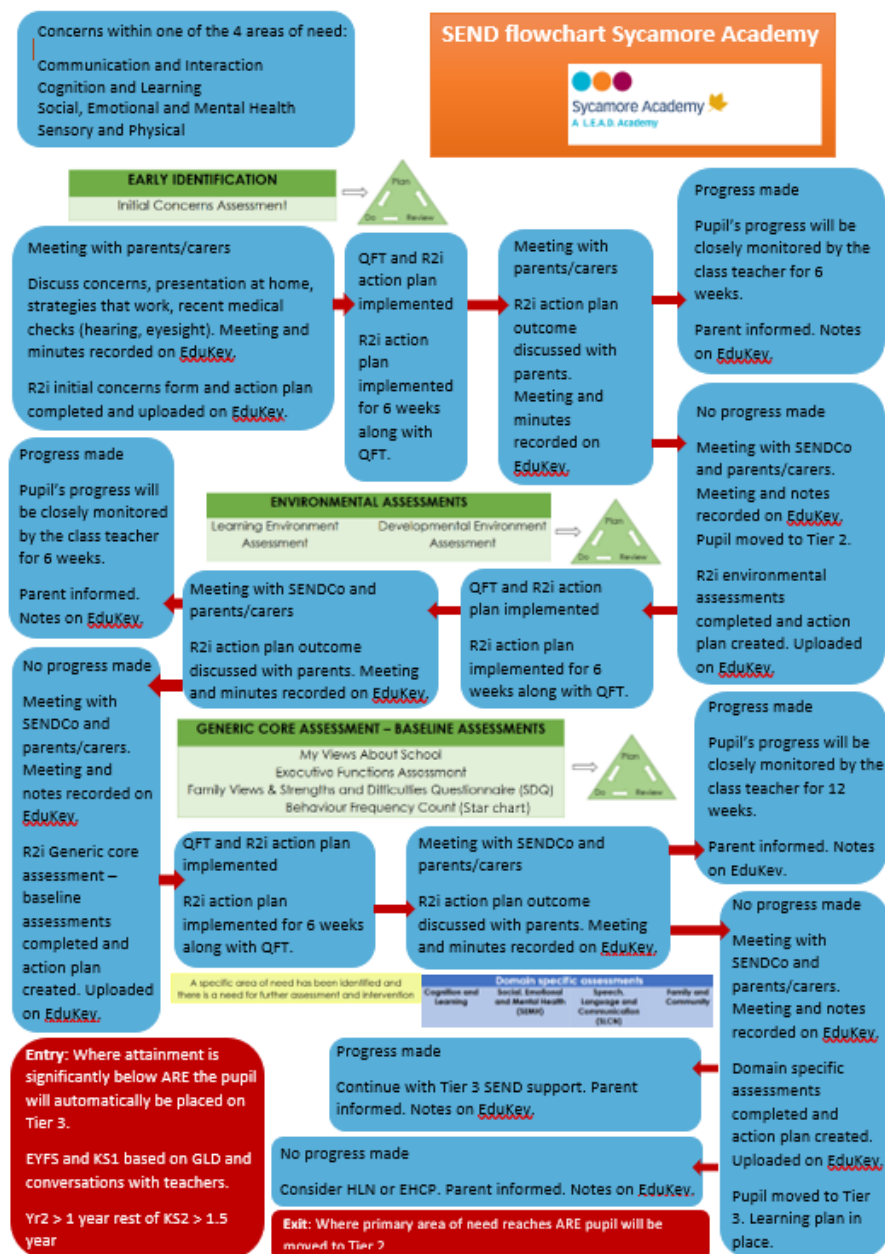
What happens if my child is not making enough progress?

The class teacher may modify what is already being provided and following the school's pathway to SEND which includes the Local Authority's R2i process (Routes to inclusion) they may feel it is necessary to refer your child to the Special Educational Needs Co-ordinator and add them to the SEND register. It may be that your child has Special Educational Needs and requires 'additional' and 'different' provision in order for them to make progress. Where possible, staff will follow the process below to help them decide whether your child has SEN.

What kind of 'additional' and 'different' support will my child get?

When planning any additional support, your child's needs will be considered very carefully. It will depend on the kind of difficulties your child is experiencing and what we know works best to meet their particular needs. After discussions with key staff and the parents, additional support may be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage. This additional support is documented in an individualised Learning Plan as well as the school's Provision Map. In consultation with the SENDCO, teachers and parents will agree on short term targets which prioritise key areas of learning or behaviour and by which progress can be measured. Where external agencies are involved, their advice and recommendations are implemented and any actions agreed take into account each pupil's strengths as well as their difficulties. In some cases teaching assistant support may be allocated but the development of independent learning skills always remains a priority or aim. The impact of support offered is considered along with the progress towards targets set and support arrangements are updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded on EduKey. If your child is continuing to have significant difficulties, further

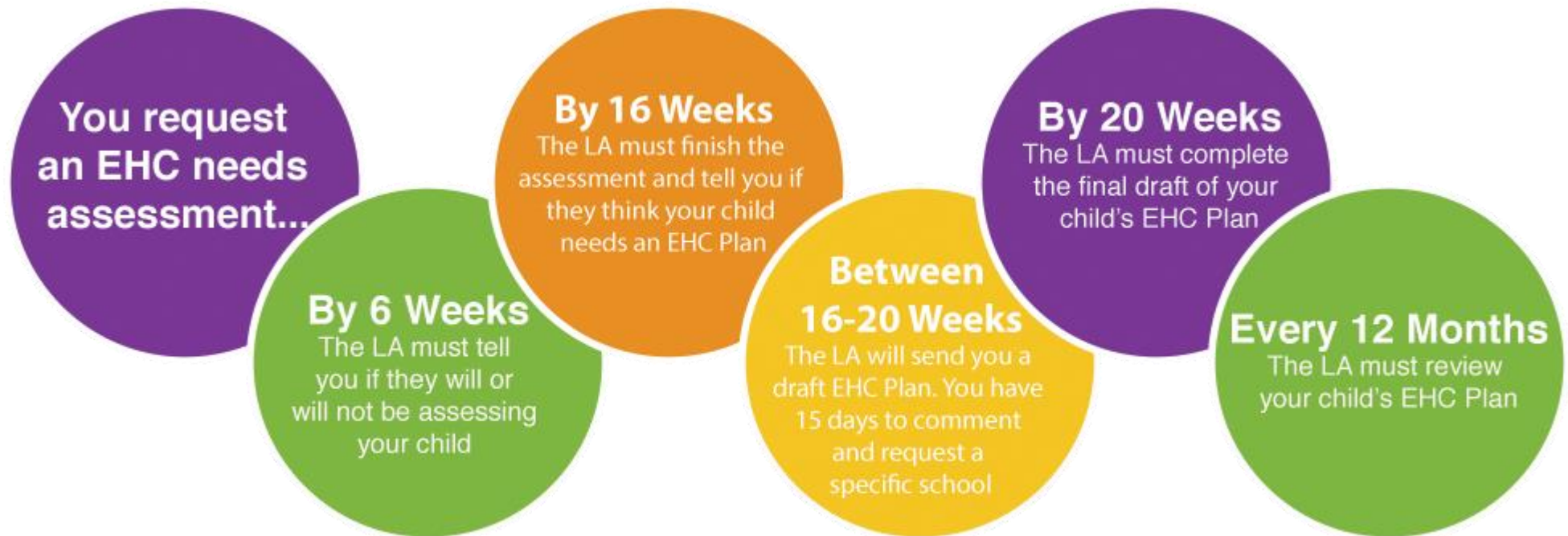
Pathway to SEND



external expertise may be requested. Additional funding is available for children who meet the criteria through either a High Level Needs (HLN) funding application or an Educational Health Care Plan (EHCP).

What is an Education and Health Care Plan (EHCP)?

In a small number of cases the school or professionals working with your child may feel that your child's needs are not being met despite appropriate support. If it becomes clear that the extent of your child's needs has not been fully identified or that despite receiving appropriate support, your child is not making good progress, you, the school or professionals working with your child can request a statutory assessment (EHCNA). The Education and Health Care Needs Assessment (EHCNA) will determine whether your child needs An Education and Health Care Plan (EHCP). An EHCP will bring together your child's education, health and social needs into a single legal document. The EHCP will describe what outcomes we all want for your child and what support is needed to achieve these outcomes, who will provide the support, when and how often the support will be provided, the ratio of the support and will detail the provision that is required. An EHCP will also give you the opportunity to decide which school you would like your child to attend in the case that you feel that your child's needs can be better met at another school including special schools. The EHCP can cover the age range from birth up to the time of leaving education which may be up to the age of 25. More Information for parents and carers can be found on the Nottingham City Website www.nottinghamcity.gov.uk. From the date of an EHCNA request, the Local Authority has a statutory duty to finalise your child's EHCP within 20 weeks.



What kind of interventions can your school offer?

At Sycamore Academy we have an extended intervention offer and our Interventions include:

Intensive Interaction

Intensive Interaction is a practical approach to supporting communication and social interaction, particularly for individuals with learning disabilities or communication difficulties. It emphasizes building a strong connection between the individual and their communication partner, encouraging engagement and participation in a two-way exchange. This approach is responsive and social, rather than directive, focusing on building confidence and competence in communication skills.

What's in the Bucket

What's in the Bucket is an Intensive Interaction method using a bucket, specifically in Stage 1, to help children develop attention and engagement skills. A non-see-through container is filled with a collection of visually appealing and novel objects like wind-up, musical, or mechanical toys. The purpose is to present these items one at a time, with the adult modelling focused attention and simple descriptions of the objects in order to grab the child's attention and support their engagement.

Therabuild

Thera-Build is a therapeutic approach using LEGO bricks to improve children's emotional well-being and address various social and emotional issues. It focuses on creating a playful, child-cantered environment where individuals can express themselves, develop social skills, and build positive relationships through shared construction experiences. Thera-Build utilizes structured and unstructured activities, allowing for both guided and free building, with a core emphasis on expressive play and meaningful conversation.

Lego Therapy

Lego Therapy is a structured, play-based social skills intervention designed to help children, particularly those with Autism Spectrum Disorder (ASD), develop their social communication and interaction abilities through collaborative Lego building. It involves children working in groups to build a model, with each child taking on a specific role (e.g., Engineer, Builder, Supplier). The therapy is facilitated by an adult, who guides the children and provides support as needed.

Outdoor Learning (training for Forest schools)

Forest Schools are outdoor, long-term educational programs where children learn and develop through hands-on, child-led experiences in a natural environment. They focus on play, exploration, and learning about the natural world while fostering personal, social, and technical skills. A member of our team is currently completing their Forest School training and we will soon be able to deliver Forest Schools sessions replacing our Outdoor Learning sessions.

Zones of Regulation

The Zones of Regulation is a framework used to help children understand and manage their emotions by categorizing them into four color-coded zones: Blue, Green, Yellow, and Red. Each zone represents a different level of alertness and intensity, and children learn to identify and move between these zones to regulate their emotions and behaviour.

Precision Teaching

Precision Teaching is a data-driven instructional approach that focuses on measuring and tracking a student's performance in specific skills to inform teaching adjustments. It involves defining clear learning targets, frequently monitoring performance, and using the data to refine teaching strategies and ensure learning is efficient and effective.

Phonics Tutoring

Phonics tutoring focuses on teaching children the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) of written language. It helps them decode words by sounding them out, making connections between letters and sounds. This process equips them with the tools to "read and write with confidence," and it is delivered on a 1:1 basis.

WellComm

WellComm is a speech and language toolkit designed to assess and support children's communication and language development, from early years to primary school. It helps identify potential language difficulties and provides resources for intervention and support.

PECS

The Picture Exchange Communication System (PECS) is a communication method used with individuals, particularly those with autism, who have difficulty with verbal communication. It involves using pictures or symbols to exchange requests and communicate needs and is often implemented in six phases to gradually increase communication skills.

[Can Sycamore Academy make test and exam arrangements for my child?](#)

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The school will inform you about eligibility and application for these arrangements. Only tests and assessors recognised by the school and by JCQ can be accepted for access to public examinations.

[What extra-curricular activities are available for my child and how will they be included in activities outside the classroom, including school trips?](#)

Sycamore LEAD Academy takes the necessary steps to ensure all children within the school are fully included in all aspects of school life to include extra-curricular activities as far as they are able. All children are welcome at our after-school activities. We make all trips inclusive by using places that

can be accessed by all pupils and we plan all our trips carefully. Required risk assessments are completed for all children with particular attention given to the individual needs of children with SEND to ensure they can access opportunities and activities safely. Information about school after school clubs and extra-curricular activities can be found on the school's website.

What support will be available for my child's overall well-being?

It is vital that children are happy and feel good about themselves. Most children in their time at school will experience some difficulties around their learning and/or friendships. We provide a range of activities across the curriculum to support and develop the children's personal and social skills through class PHSE lessons, circle time, small focussed group work and 1:1 mentoring sessions depending on your child's needs. In some cases the school may establish a regular home/school communication method or a behaviour support plan in order to work with you and support your child.

Any provision will be regularly monitored and reviewed with you and your child. In some cases, it may be necessary to make a referral to the Local Authority Behaviour Support Team, the Educational Psychologist, the Community Paediatrician or CAMHS to help us better understand your child's needs and put in place the most appropriate provision. In school, we make children aware of who they can talk to if they have a problem. If your child is unhappy at school or there are events happening at home which may be affecting your child's well-being, it is important that you let the school know so that we can work together to support your child.

How accessible is the school?

Sycamore LEAD Academy is a two-story building. A lift provides access to the upper floor. Entrance to the building is through the main entrance, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. An enable toilet is located on the ground and upper floor. There is a raised hydraulic changing bed situated in the downstairs enable toilet. We have made sure that the level and quality of lighting is good and safety arrangements have been made (for example, handrails and markings on steps) for all visually impaired pupils. There is a designated enable parking bay in the school car park. Children requiring equipment due to physical impairment will be assessed in order to gain the support that they require.

What opportunities are there for my child to discuss how well they are doing?

Children may have targets to work towards in a range of subjects and/or personal areas of development. They are given regular opportunities to talk about how they are progressing towards them. These targets are broken down into small steps for children with SEND to help them learn and progress.

Some children may have targets to work towards to improve their behaviour, language and communication skills, motor skills or social skills. Individual targets are recorded on an individualised Learning Plan which will be written in consultation with you and your child as far as they are able. Whenever possible, we will invite your child to attend their progress review meeting or seek their views before the meeting to be shared with you.

Who should I contact if I have a concern about the progress my child is making in school?

You should speak to your child's class teacher first. They are responsible for teaching your child on a daily basis. You might want to do this at parents evening or to make a separate appointment to see them. You may like to ask your child's teacher directly for the meeting or telephone the school office. The class teacher may refer you to the SENDCO. The SENDCO will be able to meet with you to discuss your child's progress or any concerns or worries you may have. If you are not happy that the concerns are being managed please feel free to speak with the Deputy Heads or Head Teacher.

What specialist services and expertise can be accessed by school?

The school is able to access a range of specialist services including Speech and Language Therapy, Community Educational Psychology Service, Inclusive Education Teams for Autism, Cognition and Learning and Physical and or Sensory Needs Team, Community Paediatric Team, Social Care and a range of voluntary agencies. The school will always seek written consent from parents/carers for any outside agency involvement and ensure they are fully included in any work undertaken. There are a range of services that parents/carers can access for additional information and support. The SENDCO or our Inclusion Team can provide information or direct parents/carers to different organisations and services.

What training have staff working with pupils with SEND received?

An ongoing programme of training is in place to ensure that teachers and support staff have the appropriate skills and knowledge in areas that will improve their teaching and support children with SEN. Staff have received recent training as follows: Understanding Autism, Team Teach Positive Handling Training, Intensive Interaction, Structured Teaching Method, B Squared assessment, Precision Teaching.

Our SENDCO meets with other LEAD SENDCOs to share best practice and keep abreast of current local and national initiatives and policies to support pupils with SEND. The school seeks and receives support and guidance from a range of outside professionals to support individual children with ASD/ADHD, learning and behaviour difficulties.

We have staff with specialisms and qualifications in school: Identifying and Supporting Dyslexic Learners. Identifying and making provision for pupils with ASD using signs and symbols. Identifying and supporting pupils with Hearing Impairment.

What are the school's arrangements for children who need medication during school hours?

Qualified school staff will ensure pupils are given their medication during school hours if needed. Parents need to complete a medical form at the school office which needs signing to agree this.

How will the school ensure that my child has a smooth transition from one Key Stage /Phase to another?

Children and young people with SEND can become particularly anxious about 'moving on'. To support this, the class teacher, SENDCO and relevant external agencies will identify additional steps. This may include Pupil Passports, additional visits to their new classrooms and liaison meetings between class teachers to discuss any potential barriers to learning.

When moving class: An information sharing meeting will take place with the new teacher. Pupils will have opportunities to visit the new class. A photo transition book may be formulated for some children particularly if they have ASD.

When moving to another school: We will contact the school SENDCO to share information about special arrangements and support that has been made to help your child achieve their learning goals. This may be done through a transition meeting or through the transition hub. We will ensure that all records are passed on as soon as possible. Appropriate support agencies will be involved as necessary.

Children moving into the school: For new children with SEN, it may be best to implement a staged start to our school but that's not always the case and it will depend on the individual needs of each pupil. Any additional or special arrangements will be discussed with parents/carers. In some cases an additional multi-agency meeting may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.

More detailed information about our SEN provision can be found in our Policy for SEN and Disability which is under 'policies' on the school website: <http://www.sycamoreacademy.co.uk/>