



SEND Offer/Special Educational Needs Report

What is a SEND Information Report?

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 him or her.
- He or she has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her 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:

SEN Support – Your child is receiving additional intervention(s) to support them in making academic progress and to meet their targets

Additional SEN Support – Your child has an outside agency working with them and the school to assist in making the best provision for them

Education and Health Care Plan - Your child has significant and complex needs and has undergone an assessment by the Local Authority to identify the support and provision they need which is written into a plan.

How do we support parents and pupils with SEND?

The Special Educational Needs 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 **Miss Louise Yarnell**

The Head Teacher, **Mr Paul Worley** and the **Governing Body** have overall responsibility for the management of the school's SEND Policy

The Named Governor with responsibility for SEND is **Rachel Mellor**.

Your child's class teacher with support from the SENDCO remains responsible for your child's learning.

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, undertaking possible further assessments of their abilities or a clinical diagnosis that might be on-going e.g. for possible autism, ADHD for example.

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. Differentiation is approached in different ways to support access to the curriculum and ensure that all pupils can experience success and challenges in their learning.

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 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. You will be invited to review your child's progress each term to plan any next steps.

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 or may feel it necessary to refer to the Special Educational Needs Co-ordinator. It may be that your child has Special Educational Needs and requires 'additional' and 'different' provision in order for them to learn.

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. The school makes reference to the Nottingham City Provision Maps when considering provision and strategies for SEN support to provide as much as feasibly possible. These provision maps can be accessed through the Nottingham City Website at www.nottinghamcity.gov.uk and on our website.

After discussions with key staff and the parent, 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 Individual Provision Map or Behaviour Support Plan. In consultation with the SENDCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Formal review meetings are held at least twice a year. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria through 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 have 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. The Education and Health Care Plan 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 and when the support will happen. 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

Test and exam arrangements:

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? 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 and good planning. 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 schools website.

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

It is vital that children are happy and feel good about them-selves. 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 need. In some cases the school may implement a home/school diary or a behaviour support plan to work together with 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 LA Behaviour Support Team, Educational Psychologist, Community Paediatrician or CAMHS to understand your child's needs better to put the most appropriate provision in place.

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 let the school know so that we can work together to help sort out any difficulties.

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.

- A disabled toilet is located on the ground and upper floor.
- There is a raised hydraulic changing bed situated in the downstairs disabled toilet
- We have made sure that there are good lighting and safety arrangements (for example, handrails and markings on steps) for all visually impaired pupils.
- There is a designated disabled parking bay in the school car park.
- Children requiring equipment due to 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?

All children have targets to work towards in English and Maths. 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 SEN to help them learn and progress. Some children may have other targets to work towards to improve their behaviour, language and communication skills, motor skills or social skills. Individual targets are recorded on an Individual Provision Map 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 you should speak to 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 to include:

Speech and Language Therapy, Community Educational Psychology Service, Inclusive Education Teams for Autism, Cognition and Learning and Physical and or Sensory Needs, Community Paediatric Team, School Nurse, 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 Family Support Worker can provide information or direct parents/carers to different organisations and services.

Contact details for various agencies can be found at the end of this report

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:

- Good Autism Practice in the classroom
- Positive Handling Training
- Speech and language difficulties
- Working Memory
- Mental, Health and Emotional Well-being
- ELSA – Emotional literacy
- Emotion Coaching
- 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

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 SEN can become particularly anxious about 'moving on'.

When moving class:

- An information sharing meeting will take place with the new teacher
- 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.
- 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. 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/>

| Directory | | | |
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| Action for Young Carers | www.aycnottingham.co.uk 0115 9629351 | Harmless | www.harmless.org.uk |
| Association for all Speech impaired children | www.afasic.org.uk | Nottingham Inclusive Education Team | www.nottinghamcity.gov.uk 0115 9158953 |
| Autism | www.autism.org.uk | Nottingham Society for the Deaf | www.nottsdeaf.org.uk 0115 9700516 |
| Autistic Nottingham | 0115 9111662 | Nottingham Mencap | www.nottinghammencap.org.uk 0115 9561130 |
| CAMHs | www.nottinghamshirehealthcare.nhs.uk 0115 8440501 | Nottingham Royal Society for the Blind | www.nrsb.org.uk 0115 9706806 |
| Carers Federation | www.carersfederation.co.uk 0115 9629310 | Parentline | www.familylives.org.uk 0808 800 2222 |
| Children’s Centres | St Ann’s North 0115 9153710 St Ann’s South 0115 9150309 Sneinton 0115 8761700 | Parent Partnership | www.ppsnotts.org.uk 0115 9482888 |
| Disabled Living Centre Nottingham | www.dlcnotts.co.uk 01159855780 | SEN Teams: Nottingham City Nottinghamshire | 0115 9158953 0115 9773779 |
| Dyslexia British Dyslexia | www.bdadyslexia.org.uk | Tourettes Syndromes | www.tourettes-action.org.uk |

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|-------------------------|--------------|-------------|---|
| Association | | | |
| Dyslexia Nottingham | 0115 9246888 | Young Minds | www.youngminds.org.uk 020 7089 5050 |
| Education Psychologists | 0115 9158971 | | |

Additional Information

| Glossary of terms and guide to acronyms | |
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| SEN | Special Educational Needs |
| SEND | Special Educational Needs and Disability |
| SENDSCO | Special Educational Needs Co-ordinator |
| ASD | Autistic Spectrum Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| VI | Visually Impaired |
| HI | Hearing Impaired |
| SLD | Severe Learning Difficulty |
| MLD | Moderate Learning Difficulty |
| SPLD | Specific Learning Difficulty |
| BST | Behaviour Support Team |
| IES | Inclusive Support Service |
| CAMHS | Child and Adolescent Mental Health Service |
| SALT | Speech and Language Therapy |