SEND information report 2020-2021

Principal: Mr Andy Stirland

Special Educational Needs and Disability Coordinator: Mrs Claire Stirland

Telephone number: 01623 464164

Provision of Special Educational Needs

At The Python Hill Academy we believe that all children, including those with Special Educational Needs (SEN), should be encouraged and expected to achieve the best that they can, in all that they undertake to help them to reach their full potential. We believe that this is best done in a supportive, caring context where children feel happy and safe.

In Sept 2020 **55** children were on the SEN Register. This means that **18%** of pupils were classed as having Special Educational Needs and /or a disability.

Year Group	C and L	C and I	P and S	SEMH	Total and %
Foundation 1	0	0	0	0	0/0– %
Foundation 2	0	4	0	1	5/36 – 14%
Year 1	1	2	0	0	3/47 – 6%
Year 2	2	4	1	2	9/46 -19%
Year 3	6	1	3	1	11/37 –30 %
Year 4	7	1	1	1	10/45 – 22%
Year 5	6	3	0	0	9/43 – 21%
Year 6	4	2	2	0	8/46 – 17%
Totals	**26/55 – 47%**	**17/55 – 31%**	**7/55 – 13%**	**5/55 – 9%**	**55/306 – 18%**

Identification of pupils with SEN

The Academy recognises that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child to be classed as SEN they will meet one or more of the criteria below:

- If their main need type is Cognition and Learning they will be working at least

2 years behind their chronological age as well as making no or limited progress. Please note this is only used as an indicator and children will be assessed on a case by case basis. When considering children who are new to the academy, whether in the Early Years or from another setting, children will be given a suitable timescale for transition and be assessed before they are identified as having additional Cognition and Learning needs.

- Their additional need will require regular additional support on a long-term basis in order for them to be able to access the same educational facilities of other children.

- Children who receive HLN or AFN funding and therefore require more than £6000 (from schools funds) being spent on them in order for their needs to be met.

The Code of Practice 2014 says that a young person has special educational needs if they have a learning difficulty or disability that means that they need additional support in school to carry out the same activities as other children their age.

Our SEN policy and our practice have been created alongside the Code of Practice 2014, the SEN and disability Act (amended 2001), Index for Inclusion (updated 2001) the Equality Act (2010).

Raising a concern

Please see your **child's class teacher.** He/she will monitor the concern and ask for advice from the SENCo if necessary.
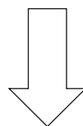
The SENCo and the class teacher will be able to talk with all people who have contact with the child and decide the best course of action

- Teacher observations
- Tracking of progress using either Early Learning Goals (ELG) for children in Foundation Stage or National Curriculum for children in Key stage 1 and 2
- Using standardised tests (PIVATS, Dyslexia Screening Tools and Boxall Profiles)

> If the concern remains, support from **external support agencies** will be made through
>
> - termly 'Springboard' meetings
> - Early Help Unit
> - Multi-Agency Safeguarding Hub
>
> Parents are involved in all we do

When children arrive from other schools the SENCO ensures that any SEND records and assessments are shared with the new teacher and teaching assistant. Where necessary, further assessment is carried out.

Assessment

As well as the assessment procedures that are followed for all children at The Python Hill Academy. Children with SEND might also be assessed using PIVATS which measures small steps of progress. There are also a number of other assessments used in school to identify gaps in learning and to identify future targets. These are listed below:

- GL Dyslexia Screener
- GL Dyslexia Portfolio
- Boxall Profile
- WELCOMM Speech and Language Assessment Tool
- Salford Reading test
- BPVS
- Schonelle
- Sensory checklist
- Environmental Audit
- AET Autism Progression Framework
- Autism indicator checklist
- ADHD indicator checklist
- Language development checklist

Effectiveness of Provision

The SENCO at The Python Hill Academy works closely with a range of support services in Nottinghamshire and colleagues within the trust. This enables us to call upon to advice, support and training on SEND to ensure effective support and provision.

In our school we work with the following agencies:

- Schools and Families Support Service
- Occupational Therapy
- Physiotherapy
- Primary Social and Emotional Development team
- Education Psychology Service

- Physical Disability Support Service
- Specialist teachers for sensory impairments
- CAMHS
- Targeted Support
- Children's Bereavement Centre
- Early Help Unit
- Casey Counselling
- The Family Service
- The Children's Centre
- Children's Social Care
- Health (school nurse, community paediatricians, epilepsy and diabetic specialists)

Other Schools and Colleges

Schools in Nottinghamshire are grouped together in what we call 'families of schools'. The Python Hill Academy is part of the Joseph Whittaker Family of Schools and the SENCo works closely with Sally Morgan who is the Family SENCo. The aim of the Family of School network is to:

- Secure successful transition
- Develop links across subjects
- Plan training events for staff
- Share expertise and good practice
- Ensure that there is moderation across the family in terms of funding for children with SEND.

The SENCO is also responsible for reporting to the Principle and SEND trustee each term on progress the children have made and training issues that have been identified or indeed completed.

Working with parents

Communicating with parents is essential, as a team around the child is better placed to provide support and encouragement than an individual.
At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carer at all stages. We encourage parents to make an active contribution to their child's education.

This is done by a number of ways;

- Home/school diaries
- Meet and greet before and after school
- Termly review meetings
- Telephone/text contact
- Termly parent consultation meetings with the class teacher

Inclusion of all pupils

When planning units of work, all teachers plan work with the individual children in mind. The class teacher's planning is evaluated each half term and feedback is given. A work scrutiny takes place at least every term to assess the learning that is taking place.

All children are assessed formally (every 6/7 weeks) and informally (lesson by lesson) and this provides the school with detailed information on progress and attainment.
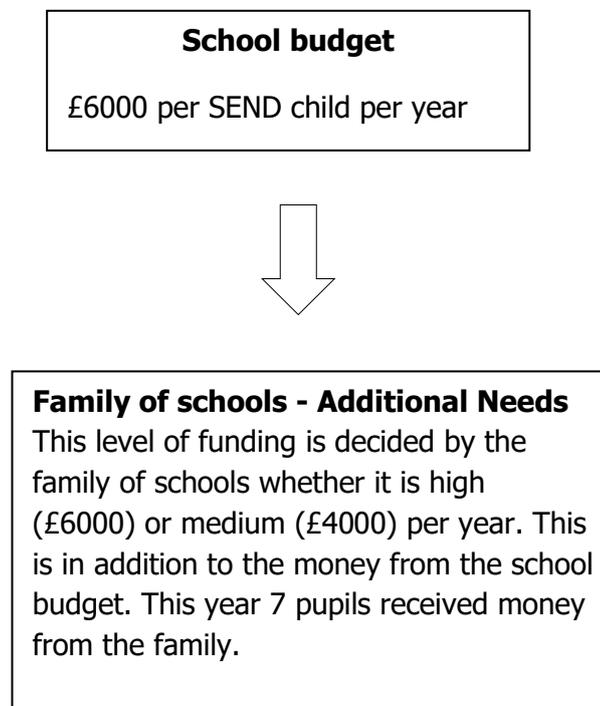
The school curriculum was regularly reviewed by the school leadership team to ensure that it promoted the inclusion of all pupils. This included learning outside the classroom. ***All*** pupils were encouraged to participate in any school residential programmes.
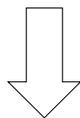
All pupils at The Python Hill Academy take part in personal social and emotional lessons. As a school we followed the trust values which are: team player, work ethic, ambition, respect, discipline and positivity. These values are incorporated into weekly assemblies as well as class activities.

Support for SEN pupils within school

The head teacher and SENCO have the responsibility for deployment of staff and allocation of resources. If any member of staff or parent is worried or has a concern about a pupil/their child, a class-based support plan will be created by the class teacher and SENCO. The deployment of teaching assistants will be decided by the head teacher and SENCO and will be flexible and altered accordingly, responding to the child's need.

If a child is classed as having a SEND then school we be able to provide support through the following ways

---

School budget

£6000 per SEND child per year

Family of schools - Additional Needs
This level of funding is decided by the family of schools whether it is high (£6000) or medium (£4000) per year. This is in addition to the money from the school budget. This year 7 pupils received money from the family.

```
       ⬇
┌─────────────────────────────────┐
│ **Local Authority – High Level Needs** │
│ For children with more complex and  │
│ severe needs, school is able to access │
│ further funding. A decision about this │
│ funding is the responsibility of the local │
│ authority. This year 4 pupils received high │
│ level needs funding support.        │
│                                 │
└─────────────────────────────────┘
```

Pupil voice

At The Python Hill Academy, **all** pupils are encouraged to take part in school life.

Before each review meeting all pupils with SEND were consulted as to how they feel about school; what they enjoy and are good at and how we can support them in a way that is best for them.

We also carry out regular questionnaires with children to obtain their views.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or a member of the Senior Leadership Team who will be able to advise on formal procedures for complaint. A copy of the school's complaint procedure can be found on the school's website.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when necessary:
- Schools and Families Support Service
- Occupational Therapy
- Physiotherapy
- Primary Social and Emotional Development team
- Education Psychology Service
- Physical Disability Support Service
- Specialist teachers for sensory impairments

- CAMHS (emotional health and well-being)
- The Early Help Unit
- CASY Counselling
- Children's Bereavement Centre
- Early Help Unit
- Health (school nurse, community paediatricians, epilepsy and diabetic specialists)
- The Family Service

Transition

Successful transition between key stages is fundamental in ensuring children settle happily and well into their new class.

In regards to pupils with SEND, individual 1:1 and group transition programmes were designed and implemented depending upon the children's varying needs. Additional transition visits were arranged for all SEND children and included visits to the pupil's existing classroom prior to visits to the new classroom or school.

Pupils who transfer from other settings, both within the early years and from other settings, could have additional visits where appropriate. Additional visits by the SENCo as well as extensive dialogue may occur with the previous setting if this is deemed appropriate during the transition. When year 6 children transferred to secondary education, additional prior visits were arranged and parent meetings took place to allow for questions and concerns to be raised. The secondary SENCo also visited and met the children individually.

Local offer

The Local Offer is part of the Special Educational Needs and Disability (SEN&D) reforms from the Children and Families Act 2014.

There are two main purposes for the Local Offer

- to improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.
- that by working directly with families, children and young people on developing the Local Offer, Local Authorities and Health partners can improve provision.

Nottinghamshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.

School have to provide a 'Local offer' report. This can be found on the school website and on the Nottinghamshire Local offer site:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectory channel=9