



Inspiring All to Excellence



Anker Valley Primary Academy

SEND Information Report 2021-2022

Document Control

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At Anker Valley Primary Academy, we are committed to providing a fun, stimulating and inclusive curriculum to ensure the best possible progress for all of our pupils. Each pupil at Anker Valley is valued and supported, whatever their needs or abilities. We encourage our pupils to be aspirational, to strive for excellence and to make progress against their previous achievements. Our aim is for every pupil to leave Anker Valley as happy, skilled learners, with a desire to continue learning and be successful in life.

What kinds of SEN are provided for at our school?

We utilise the expertise and experience of the staff within the Fierte Trust as the school grows, to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our differentiated curriculum. Our provision addresses the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental and health
- Sensory/physical needs

We will fully comply with the requirements outlined in the Special Needs Code of Practice (2014) and staff have the necessary skills and support in order to meet the needs of all learners. We will meet the needs of all pupils through Quality First Teaching, but if a child requires further support, we will utilise small group/individual targeted interventions to address areas of difficulty. We will always make reasonable adjustments to our practices in order to fully comply with the Equality Act (2010), so that learners are not at a disadvantage due to their particular needs.

The School Offer

The local offer produced by the Local Authority Special Educational Needs and Disabilities (SEND) Local Offer | Staffordshire Connects sets out what is normally available in schools to help SEND pupils as well as the options available to support families who need help to care for their child.

How will Anker Valley know if children need extra help?

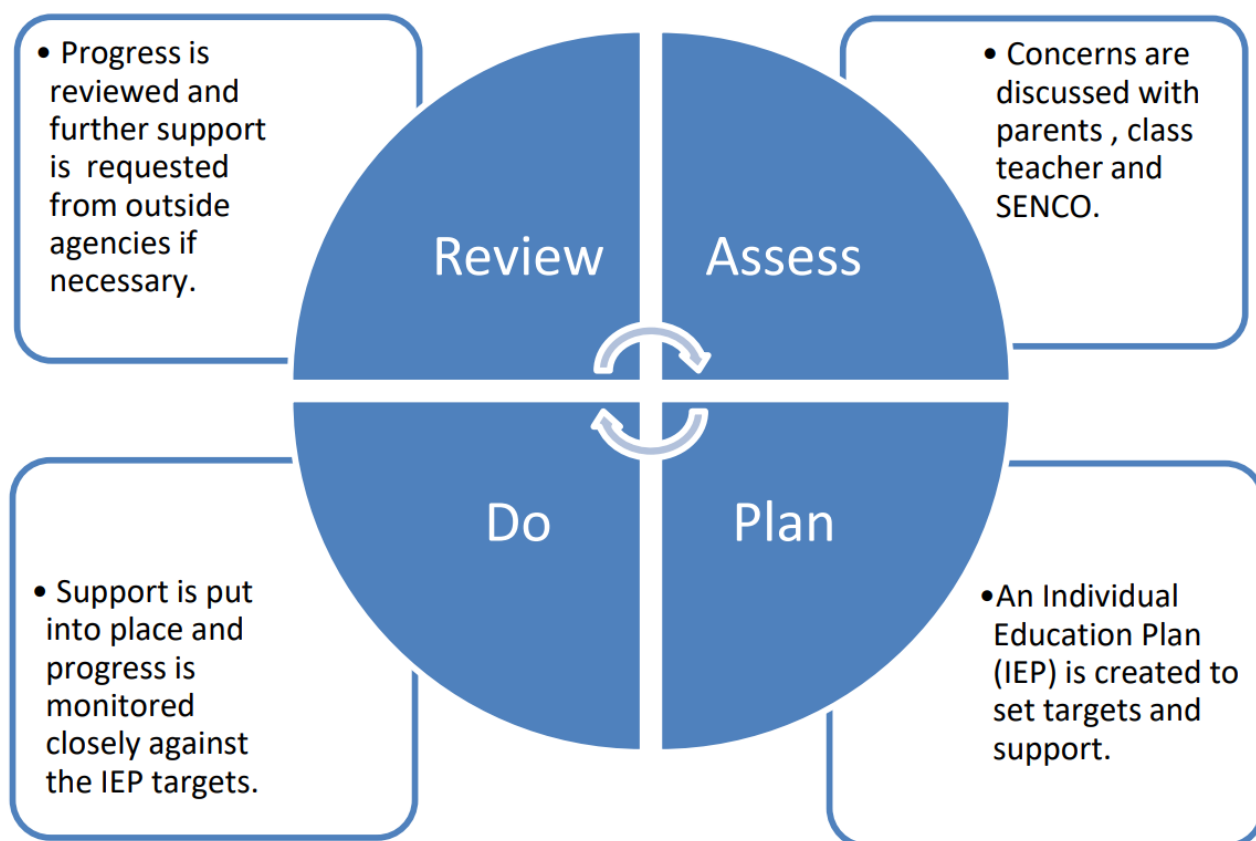
At Anker Valley, children will be identified as have special educational needs through a variety of ways:

We know when pupils need help:

- If there is a lack of progress;
- If children are achieving below age-related expectations at the end of the year;
- If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this;
- If concerns are raised by parents/carers, teachers, other settings, or the child;
- If there is a change in the pupil's behaviour or progress.
- If external agencies raise concerns.
- If a health diagnosis is received from a paediatrician.

At Anker Valley, we will know and value all of our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom, the teacher will discuss their concerns with the SENCO. A discussion

with parents will then be initiated and a four-part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.



The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach, and more specialist expertise can be accessed if required. Further details can be found in our SEND policy on the school website.

What should I do if I think my child may have special educational needs?

The initial point of contact is the class teacher. They are usually best placed to discuss your concerns and to identify the next steps in supporting your child.

If you require further support, please book an appointment with the Head of School, Natalie Horlor via the school office. We pride ourselves on listening to and building positive relationships with our parents.

How will Anker Valley support my child?

- Quality teaching will ensure the work in class is differentiated to meet your child's needs.
- Any additional support in class may be given to your child by the class teacher and /or teaching assistant.
- Your child may be placed in a small intervention group for specific areas of learning e.g., spelling, handwriting, and literacy or numeracy skills. Again, this may be given to your child by the class teacher and/or teaching assistant.
- The interventions will be reviewed termly and the length of time, duration of the intervention may vary according to the needs of the child.
- Intervention will be given following the response of assess, plan, do, review.

- Reviews will inform the effectiveness of the provision and also inform future planning.
- The interventions given to those pupils with SEND will be recorded on an EHCP or Learning Plan. SEND Surgeries will be scheduled each term for parents to discuss on an informal basis any ongoing concerns or challenges.
- Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist (SALT) or an Occupational Therapist (OT). Should your child require a referral to an outside agency your permission would be sought. A list of the external agencies currently working with the school is detailed in response to question 6 below.

How will the curriculum be matched to my child's needs?

- In order for SEND pupils to access the curriculum the class teacher will differentiate the work. They will consider the needs of all pupils in their class and will ensure that they have equal access to the curriculum, through differentiation.
- Teaching assistants (TAs) may be allocated to work with your child in a 1 to 1 situation or a small group to target more specific needs.
- Targets on your child's Individual Education Plan (IEP) will be set according to the needs of your child. These will be monitored by the class teacher regularly. The Head of School and trust appointed SENCO will also monitor this on termly basis.
- Class teachers will inform you each term of the progress your child is making. If your child has an IEP, a copy will be given to you. We would very much welcome your feedback and comments on the IEP targets, which can be recorded on the sheet.
- If appropriate specialist equipment may be given to your child e.g., writing slopes, reading overlays, special scissors, pencil grips etc.

How will I know how my child is doing?

- You will be able to discuss your child's progress at the two parents' evenings held each school year and a further meeting with the class teacher in the summer term during our informal parents' open evening. At these meetings, we share next steps in learning and discuss ways parents and carers can support their child's learning at home. At the end of the half term where no parents' evening is held, we will continue to hold Inspire Workshops where we will enable you the opportunity to discuss your child's progress and current targets.
- At the end of the summer term, your child will receive their annual report, which will detail the progress they have made and their achievement against national age-related expectations. Staff are always available to discuss this report with parents or carers.
- If your child has an EHCP or Learning Plan, you will be invited to review meetings to discuss their progress and any concerns you may have. This meeting will be with the Head of School and/or SENDCO and the class teacher where possible.
- If you have any concerns at any time during the year, you can arrange a meeting with the class teacher after school.
- Appointments can also be arranged via the school office to speak to the Head of School and / or SENDCO.

How will you help me to support my child's learning?

- The class teacher may suggest ways in which you can support your child with their learning at home. This may be reinforcing particular methods used within the curriculum or regular targeted work on reading or maths. We will also offer workshops during the year to

demonstrate new written methods of calculation in maths or to explore the teaching of Phonics, in order for parents to feel fully informed and able to support their children at home.

- The Head of School and/or SENDCO may meet with you to discuss how to support your child with learning, emotional and social needs.
- Outside agencies may also suggest ways you could support your child.
- You will also be invited to an Inspire Workshop held once a year. This will be an opportunity for you to work with your child within the school environment. You will also be invited to curriculum showcase afternoons, where you will be able to see the work, your child has completed relating to the curriculum.

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

- Members of staff at Anker Valley will be readily available to discuss issues and concerns with you or your child. These include the class teachers, the SENDCO, who is also the Head of School and Executive Headteacher.
- The SENDCO will take responsibility for the welfare of SEND pupils and will be available to meet parents to discuss ways in which we might support your children. It is greatly appreciated when parents keep school up to date on any current concerns that they or their child may have, as a plan to address these can be put into place.
- Pastoral time will be allocated in whole class sessions when children can discuss issues e.g., circle time. PSHE and our Character Curriculum underpin the curriculum at Anker Valley; pupils will become very good at looking out for one another and will know that they can speak to any adult in school if they are worried or upset. Our Trust Wellbeing Lead will support children on a one-to-one basis where identified.

What if my child has medical needs?

- If your child has medical needs a detailed Care Plan will be made with the Head of School and / or SENDCO and if necessary, a school nurse will be asked to attend.
- When a pupil requires an inhaler, parents will be required to sign a form to allow the inhaler to be administered.
- Staff receive Epi-pen training which is regularly updated.
- A number of key staff have had first aid training. These include Mrs. Horlor (Head of School).
- Members of the Early Years team will have Paediatric First Aid training.
- All teachers will receive asthma training.

What specialist services and expertise are available at or accessed by school?

We will establish relationships with a range of professionals in health and social care, as well as specialist support services who may be involved in your child's education. You will always be consulted before specialist support is provided for your child.

Some of the agencies we may work with are listed below:

- SENSS – Special Educational Needs Support Services
- Independent SEND support advisor
- EP – Educational Psychologist
- Child protection advisors at First Response
- Family support workers
- School nurse
- AOT - Autism Outreach Team
- CAMHS – Child & Adolescent Mental Health Service

- SaLT – Speech and Language Therapist
- OT – Occupational Therapist
- Children’s Services
- Members of the medical team e.g., paediatricians, GPs
- Outreach teams from specialised schools
- BSS - Behaviour Support Services
- HI - Hearing impairment team
- VI - Visual impairment team
- We also have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help secure their progress and engagement with learning. When Looked After Children attend our school, we will do our utmost to ensure that they are successful and fulfil their potential. We will work alongside the Virtual School for Looked After Children, including those from different authorities, attending review meetings with social services, attending PEP or LAC review meetings, and maintaining a PEP for each child, including reviewing progress and tracking our expenditure.

What training are the staff supporting children with SEND had or are having?

Training for staff will be continually updated according to the needs of the pupils with SEND. This may include support in differentiation, managing medical needs and reviewing our dyslexia-friendly status.

The Educational Psychologist may train staff in precision teaching and other small group interventions which support social and emotional needs.

There may also be a need for staff with specialist training in:

- Reading support for SEND pupils
- Speech and Language
- Nurture
- Autism
- Dyslexia
- EAL
- Supporting phonics
- Supporting children with Mental Health difficulties
- Attachment

In the initial stages of the school opening (2021-2022), this support will be drawn upon from within the Fierte Trust.

The appointed SENDCO will complete (or will be in the process of completing) the required Masters level training for the National SENDCO award.

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

- We are committed to giving all of our pupils every opportunity to reach their potential and try to ensure that there are no barriers to prevent this from happening. Before trips or residential visits, risk assessments are carried out and procedures are put in place to enable all children to participate in all activities.

- However, if it is deemed that an intensive level of 1:1 support is required, a meeting will be held to discuss how best to ensure the welfare of your child. Pupils' needs and well-being is paramount and will always inform our decision-making.

How accessible is the school environment?

- Anker Valley Primary Academy is a newly built school therefore ramps, a lift and a disabled toilet are in place.
- The school also has an adjustable table for wheelchairs.
- There are wide doors in most parts of the building.
- There is an Accessibility Policy which is updated every two years. This can be obtained from the school office.

How will Anker Valley prepare and support my child when joining Anker Valley or transferring to a new school?

Many strategies are in place to make the transition as smooth as possible, as detailed below.

Children entering Anker Valley into Reception:

During the Summer Term prior to your child starting school:

- You will be invited to an induction meeting.
- You may be invited to a 'Stay and Play' session with your child during school hours.
- You will be invited to a 'Meet the Teacher' meeting, after school
- You may be invited to join your child for lunch.
- An information pack and prospectus will be given to you.
- Discussions between yourself and the Head of School and Early Years teacher may take place to discuss any difficulties your child might have are shared.

Children transferring to Anker Valley from another school

- Parents and pupils are invited to visit the school.
- Meetings can be arranged with parents, class teachers and Head of School and/or SENDCO.
- Outside agencies and previous support workers can be invited to the meeting if feasible.
- Discussions with the SENDCO of the previous setting will take place and all records are passed on.
- Any additional visits for you or your child can be arranged.
- An information booklet with photographs can be made for your child to observe before commencing at Anker Valley if required.
- Any specialist equipment, provisions or resources may need to be put in place prior to commencement.
- Pastoral support will be put in place for the first week of admission to ensure your child has settled into school and made friends.

Pupils Transferring to Other Schools from Anker Valley

- It is recommended that you and your child visit the new school and arrange to spend time there in their new class.
- Photographs can be taken of the new setting and new teacher for your child to refer to before starting the new school.
- All SEND records are passed on to the new school. Basic details are passed on the electronic system.

- Any specialised equipment or resources will need to be in place prior to commencing the new school.

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher, SENDCO and Senior Leadership Team. Decisions are based on the termly tracking of your child's progress and as result of assessments by outside agencies.
- If further concerns are identified due to lack of progress or well-being, then further intervention may be put in place.

How will I be involved in discussions about the planning of my child's needs?

- Opportunities to discuss the planning of your child's needs with the class teacher at parents' evening or other appointments
- Opportunities to discuss the planning of your child's needs may be referred to the Academy SENDCO or to outside agencies.
- Parental views are an important part of the review meetings and possible suggestions could be incorporated into your child's Learning Plan or EHCP.
- The views of your child are paramount and will be considered when planning the next steps in supporting their learning. Pupils are consulted about their targets, their likes and dislikes in school and ways in which they believe they can be supported to achieve greater progress and personal development.

Who can I contact for further information?

If you wish to discuss your child's special educational needs or matters relating to behaviour, please contact the school office to arrange a meeting with Mrs. Horlor (Head of School).