



**Special
Educational Needs
and Disabilities
(SEND)
Information Report**

June 2020

Making information about SEND available to the whole school community...



- The **SEND Policy** sets out our approach to provision for children with special educational needs and disabilities.
- The **SEND Information Report** is updated much more frequently, with formal publication of a new version three times a year in October, February and June. This report:
 - seeks to answer the questions that parents/carers may have
 - includes specific information on the needs of our children and the support we provide
 - sets out our plans and the progress we are making as a school.
- Both documents are **available on the school website**.
- Together, they include **all the information that our school must legally provide** – and much more.
- If you, or anyone you know, needs the policy or this information report to be **available in a more accessible format**, please let the School Office know. We will do our best to make the information available in a way that meets everyone's needs.

SEND Information Report – how is this report organised?



A Overview of SEND at our school



B SEND provision and plans



C Frequently Asked Questions (FAQs)





A –
Overview of
SEND at our
school



A – Overview of SEND at our school

- 486 pupils on roll
- 1 child attending our school has an Education, Health and Care Plan
- 26 children are identified as requiring SEN Support
- 6% of pupils are identified as having a special educational need or disability.

12% of children in all state-funded mainstream schools in England are identified as having a special educational need or disability



A – Overview of SEND at our school

Atam Academy supports pupils who are identified as having one or more special educational need or disability, classified as:

- communication and interaction;
- cognition and learning;
- social, mental or emotional health;
- sensory and physical.



A – Overview of SEND at our school

- ✓ School ethos, strategy and plans
- ✓ SEND/equalities policies
- ✓ SEND Information Report
- ✓ Self-evaluation
- ✓ Compliance: SEND Code of Practice / Equality Act
- ✓ Governors

Strategic Leadership

High Quality Teaching and Learning

- ✓ Engage all staff to reflect on their practice
- ✓ Advise, coach, train and model
- ✓ **Every child with SEND gets the personalised support they need**

Collaboration and Improving Provision

Identification, Tracking and Monitoring

- ✓ Systems for early identification
- ✓ Budget / resource/ staff line management
- ✓ Accurate, up-to-date
- ✓ SEND register, pupil profiles, assessment data, provision maps, impact data

- ✓ Effective links with parents/carers, other settings, agencies and panel
- ✓ Engage Local Offer
- ✓ Transitions
- ✓ Evidence-based interventions & CPD

Our strategic approach to SEND is founded on High Quality Teaching and Learning



**B – SEND
provision
and plans**



B - SEND provision and plans

Priorities for the development of SEND provision 2020-21 are driven by the school's development priorities that include:

- Well-being and mental health
- Parent engagement
- A rich, broad and balanced curriculum accessible for all
- Challenge and high aspirations for all

Evidence-based interventions, targeted at the needs of specific pupils, will include focus on:

- Literacy difficulties
- Numeracy difficulties
- Working memory needs
- Speech language and communication needs (SLCN)
- Autism and social communication
- Social skills
- Emotional well-being and mental health.



B - SEND provision and plans

Strategies to support/develop literacy:

- ✓ high quality literacy teaching and support from the class teacher and TAs/LSAs;
- ✓ differentiated curriculum for all children;
- ✓ individual and group support in the classroom from TAs/LSAs and the class teacher;
- ✓ use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops and tablets;
- ✓ individual support for pupils with EHC plans;
- ✓ use of evidence-based intervention such as Nessy Reading & Spelling, Century and Accelerated Reader, built in to universal provision;
- ✓ additional reading support;
- ✓ termly assessments of all pupils to monitor progress being made and identify areas of need.

B - SEND provision and plans



Strategies to support/develop numeracy:

- ✓ high quality first teaching of numeracy and support from the class teachers, TAs and LSAs;
- ✓ maths homework given to children from Year 1 upwards;
- ✓ small groups, paired and individual support in the classroom from the class teacher, TAs and LSAs;
- ✓ individual support for those children with EHC plans;
- ✓ use of a wide range of mathematical equipment and resources to reinforce understanding across all year groups, including laptops and tablets;
- ✓ use of evidence-based intervention such as Symphony Maths and Century, built in to universal provision;
- ✓ differentiated activities for SEND pupils when necessary;
- ✓ termly assessments for all children to monitor progress being made and to identify areas of need.



B - SEND provision and plans

Strategies to support speech and language and communication skills:

- ✓ identification and referral of children with possible speech, language and communication difficulties to the speech and language service;
- ✓ the implementation of strategies recommended by professionals and the monitoring and recording of progress and development being made;
- ✓ daily speech and language support from a speech and language trained TA/LSA (children have intensive support every other short term);
- ✓ assessments, records and reports focus on the progress being made by the pupils, according to targets and outcomes set;
- ✓ advice clinics for parents/carers or members of school or nursery staff held at a variety of local clinics. No referral/appointment is necessary. Parents/carers can contact the SENCo for the addresses and telephone numbers of these clinics.



B - SEND provision and plans

Strategies to support children with occupational therapy (OT) and physiotherapy needs:

- ✓ identification and referral of children to OT/ Physiotherapy Services;
- ✓ the implementation of strategies and intervention programmes. The individual support in school is carried out by the professional therapist and named staff supporting those children in the classroom;
- ✓ provision of a variety of resources including cushions, pencil grips, special scissors, spongy balls, bean bags, small balls, quoits, etc.;
- ✓ daily OT club for targeted children.



B - SEND provision and plans

Strategies to support behaviour, social skills and emotional development:

- ✓ the school's behaviour policy implemented fairly and consistently;
- ✓ the implementation of the Atam Academy Golden Rules;
- ✓ home/school contract where behaviour is a key component of the contract;
- ✓ individual behaviour plans for the classroom and for the playground, when necessary;
- ✓ nurture groups;
- ✓ key support staff on playground duty, to focus on and support identified pupils with emotional and behavioural issues;
- ✓ TA/LSA support during breaks for children with current statements of educational needs or EHC plans. This will be part of the weekly timetabled support for more vulnerable children who are unable to cope independently in the playground and require a play plan. This can be organised in a small group or a pair of children, where the targeted child can develop their interaction and social skills;
- ✓ regular communication with parents/carers, updating them on behavioural, social and emotional issues;
- ✓ Educational Psychology Service and the Emotional Wellbeing and Mental Health Service support;
- ✓ home –school books to communicate positive and negative incidents in school and the home;
- ✓ Personal, Social Health Education (PSHE) sessions to reinforce positive behaviour and social skills;
- ✓ Time 4 You, a pupil self-referral support provision available at lunchtime daily;
- ✓ Targeted intervention for children to work with the Emotional Literacy Support Assistant or a trained counsellor;
- ✓ Additional reinforcement includes reward systems awarded to encourage positive learning and behaviour, such as: certificates given in assembly; praise and encouragement; celebrations of success.

B - SEND provision and plans – disabled pupils



Arrangements for the admission of disabled persons as pupils at the school:

Atam Academy's policy is clear. No pupil will be refused admission to school on the basis of their special educational need or disability. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils:

Atam Academy's starting point is that equality is not enough. We strive to provide equity for everyone in our school community, supporting individuals by providing what they need to maximise their potential and to enjoy full, healthy lives. We expect that all children will be able to appropriately access the full curriculum, whatever their disability, including outdoor learning and school trips. See [Frequently Asked Question 10](#). In addition to asking for the views and opinions of pupils and their parents/carers, we use school systems to track progress and to identify patterns that alert us to take action. For example, we actively analyse safeguarding and behaviour data in Safeguard My School (SGMS), alerting us to the needs of children who may need additional support or intervention, or who may be at risk of bullying.

The facilities provided to assist access to the school by disabled pupils:

See [Frequently Asked Question 11](#).

Find more information in the school **Accessibility Plan**, available on our website...



C – Frequently Asked Questions



C - Frequently Asked Questions

1. [How does the school know if children need extra help and what should I do if I think my child may have special educational needs?](#)
2. [How will school staff support my child?](#)
3. [How will I know how my child is doing?](#)
4. [How will the learning and development provision be matched to my child's needs?](#)
5. [What support will there be for my child's overall wellbeing?](#)
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FREQUENTLY
ASKED
QUESTIONS



CLICK THIS IMAGE ON ANY FAQ PAGE
TO RETURN TO THIS LIST OF QUESTIONS...

*These questions were identified in
the SE7 Pathway Project as the
information parents and carers
want to know*



1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Pupils are identified as having SEND, and their needs assessed, through:

- information passed on from Nursery or previous schools
- feedback from teaching staff and other members of staff working closely with the children
- parental/carer concerns leading to discussions with the child's class teacher
- baseline testing, language screening, year 1 phonics screening, KS1 SATS and progress data
- screening undertaken by our Special Educational Needs Coordinator (SENCo)
- specialist tests recommended by our Educational Psychologist or Speech and Language Therapist.

When children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If you tell us you think your child has a SEND, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has a special educational need or disability we will:

- observe them
- assess their understanding of what we are doing in school
- use assessment and screening tools to pinpoint barriers to learning (what is happening and why)
- meet with you to discuss further strategies and support.



FREQUENTLY
ASKED
QUESTIONS



2. How will school staff support my child?

Our drive for **High Quality Teaching** includes:

- All children receive class teacher input
- The teacher will have the highest possible expectations for your child and all pupils in their class
- All teaching is based on building on what your child already knows, can do and can understand
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child
- All lessons are differentiated to meet the needs of your child and the class
- Mixed attainment grouping and independent work is used to support all pupils
- Careful planning of seating, pair work and peer support
- Putting in place specific strategies (which may be suggested by the SENCo, other members of our team or staff from outside agencies) to enable your child to access the learning task
- An exciting and varied curriculum
- Regular discussions between the teacher and child about their learning.



FREQUENTLY
ASKED
QUESTIONS

Some children may have specific barriers to learning that cannot be overcome through whole class High Quality Teaching...

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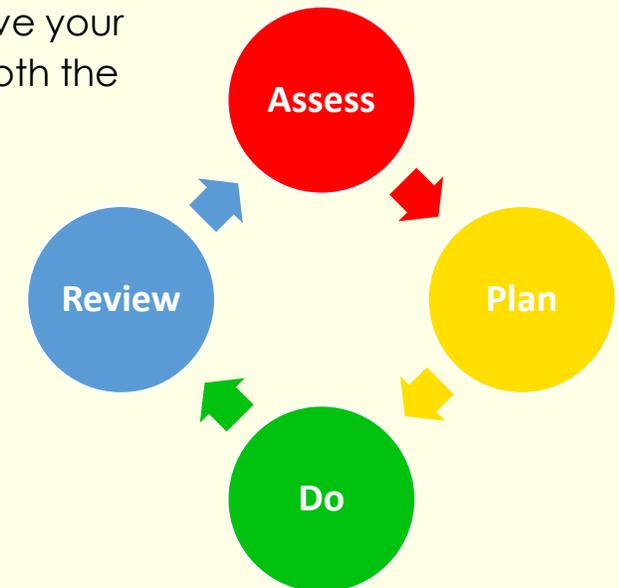


2. How will school staff support my child? (continued)

Your child may have specific barriers to learning that cannot be overcome through whole class High Quality Teaching and intervention groups...

- The SENCo will assess your child's barriers to learning, often through the use of specific screening and assessment tools
- The SENCo may request input from our specialists such as Educational Psychologist and Speech and Language Therapist
- Referral may be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by referring to Redbridge's Early Help team
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional service. This will help both the school and yourself understand your child's particular needs better.

The school will use a **graduated approach** to your child's learning, following the sequence of: Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.



FREQUENTLY
ASKED
QUESTIONS



3. How will I know how my child is doing?

Your child's progress is continually monitored by their class teacher, SENCo and the Leadership Team...

- Their progress is formally reviewed four times a year.
- At the end of each key stage (at the end of year 2 and year 6) all children are required by the government to be formally assessed using Standard Assessment Tests (SATs).
- Children on the School SEND register will have a Learning Plan. This has targets set for your child and will be reviewed every term. You will be invited to attend a meeting at least twice a year in order for us to review and set new targets together.
- The progress of children with an Education, Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education, including parents/carers.
- The Leadership Team and SENCo will also check that your child is making good progress with any individual work and in any group that they take part in.



FREQUENTLY
ASKED
QUESTIONS

A range of ways will be used to keep you informed, such as:

- Homework Diary
- Reading Journal
- Phone calls home or text messages
- Parents evenings
- Additional meetings, as required
- Reports



4. How will the learning and development provision be matched to my child's needs?

We use:

- differentiated / personalised resources and teaching styles
- appropriate learning outcomes/tasks set are implemented
- carefully chosen talk partners enhance our mixed ability classes
- appropriate choices of texts and topics to suit the learner
- additional highly skilled and qualified adult support work within the classroom
- interventions which maximise the child's time in class and are implemented under the supervision of the SENCo who is responsible for measuring impact.

The SENCo or other specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or visiting the sensory room
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate.

Children with specific barriers to learning that cannot be overcome through whole class high quality teaching and intervention groups...

- If your child has been identified as needing more specialist input on top of high quality teaching and intervention groups, referrals will be made to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.



FREQUENTLY
ASKED
QUESTIONS



5. What support will there be for my child's overall wellbeing?

Pupils are well supported by:

- our caring school ethos
- teachers who work hard to build good relationships with each pupil
- our whole-school meta-cognition and self-regulation approach, under-pinned by the 'Golden Rules'
- the school council who represent the views of the pupils
- close monitoring and management of attendance
- the SENCo regularly reviewing and evaluating the impact of the SEND provision, with regards to progress and well-being of the child
- our 'Health and Safety' and 'Medical Conditions' policies that ensure children are safe within the school setting
- closely monitoring children's behaviour and proactively identifying changes which give rise to a cause for concern; our Emotional Literacy Support Assistant focuses on early intervention; we engage with parents to minimise the risk of behavioural issues escalating, in particular because behavioural issues are often a sign of underlying causes such as speech and language needs or issues relating to emotional wellbeing and mental health
- extracurricular activities and off-site visits are always an option for all children
- referrals are made to the Educational Psychologists, school nurse or other external agencies including the Emotional Wellbeing and Mental Health Service if it is felt that these services would support the child, after having a conversation with the child's parents.



FREQUENTLY
ASKED
QUESTIONS



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

Specialist services and expertise available at or accessed by the school include:

- The School Nurse
- Community Paediatrician
- Emotional Wellbeing and Mental Health Service
- Autism and Neurodevelopmental Diagnostic Service
- SEATTS Services, including Occupational Therapy and Physiotherapy
- Redbridge Early Help and specialist teams
- Redbridge SEND team
- Autism Outreach service
- NASEN and the SEND Gateway
- Cluster SENCo network
- Inclusion Meet network
- Hearing Support Service



FREQUENTLY
ASKED
QUESTIONS

The Atam Academy team of specialists

- Every teacher is a teacher of children with SEND
- Highly trained Learning Support Assistants and Teaching Assistants
- Reading Leader with a focus on phonics and early reading
- SENCo
- Emotional Literacy Support Assistant
- Early Years Foundation Stage team (who are particularly trained and experienced in relation to early child development and the early identification of SEND)
- Counsellor
- Educational Psychologist
- Speech and Language Therapist
- SEN Specialist Consultants

We have a programme of professional training for school staff to deliver medical interventions



7. What training have the staff, supporting children and young people with SEND, had or are having?

- The SENCo's priority is to support the class teacher in planning for children with SEND.
- The school has a school development plan, where training needs are identified for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Attention Deficit Hyperactivity Disorder (ADHD), autism, dyslexia or working memory needs.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by the SENCo, other staff with specialist training or outside agencies, that are relevant to the needs of specific children they work with.



FREQUENTLY
ASKED
QUESTIONS

The SENCo and Head of Primary have both completed Masters-level continuing professional development, focusing on special educational needs and inclusive education.



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

- **One of the best ways that you can support your child is by reading with them daily.**

In addition you could support them in:

- learning their number bonds and times tables
- using maths and literacy skills in real life situations
- going on a variety of trips and enjoying events with family and friends
- ensuring that your child completes their homework to a high quality.
- If your child is identified as having SEND, the class teacher, SENCo and other professionals will provide you with specific activities to complete with your child or guidance as to how to work with them at home.
- We provide training and information sessions on specific topics.
- We intend to develop a number of specialist parent support groups where the parents of children with similar needs, such as autism, can get together to share experiences and benefit from training or advice, if they so wish. If you would like to be involved in setting up one of these groups, please get in touch with our SENCo.
- There are many organisations, both local and national, that provide excellent resources on their websites; some provide helplines. Do not hesitate to contact the SENCo who will advise you on sources of information and support.



FREQUENTLY
ASKED
QUESTIONS



9. How will I be involved in discussions about and planning for my child's education? How will my child's voice be heard?

Parents' views about SEND support are sought in:

- meetings with the class teacher or SENCo
- Parent View <https://parentview.ofsted.gov.uk>
- parent evenings
- whole school parent survey
- an open door policy for parents to voice any matter they would like to discuss with their child's class teacher or a member of the Senior Leadership Team

The **views of pupils with SEND** are sought through:

- discussion with the class teacher, SENCo or Inclusion Manager
- Pupil Voice surveys of the school
- School Council meetings
- Annual Review meetings
- response to marking

Children are involved every day in their own learning:

- They are involved in the marking of their own and their classmates' work
- They are encouraged to talk about their learning in pairs and small groups
- Children's targets are discussed and agreed with them
- They take ownership of their targets and reflect on their progress and how they can overcome barriers
- Meta-cognition and self-regulation underpins our approach to teaching and learning.



FREQUENTLY
ASKED
QUESTIONS



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

- We make sure activities outside the classroom and school trips are available to all.
- PE lessons are planned to accommodate the needs of all pupils; pupils with SEND are encouraged to provide input to plans and feedback on lessons to help to improve our provision and better support their needs.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- School clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits are conducted as and when appropriate.



FREQUENTLY
ASKED
QUESTIONS



11. How accessible is the school environment?

- The school is housed in a modern accessible building. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Specific equipment and alternative-coloured paper is available for pupils and staff with dyslexia.
- For children who benefit from the use of information technology to aid their learning, equipment such as as lap-tops and iPads are readily available.
- We are developing a room where children can experience different types of sensory stimulation; lights, sounds, touch.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.



FREQUENTLY
ASKED
QUESTIONS

Find more information in the school
Accessibility Plan, available on our
website...



12. Who can I contact for further information?

- Our SENCo, Inclusion Manager and School Nurse are contactable via the School Office.
- Redbridge Information Advice and Support Service (RIASS) offers free and confidential advice and support around education, health and social care. Click on the image for more information...





13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We work hard to ensure that transitions from one educational setting to another are as smooth as possible. Children entering Early Years Foundation Stage are part of an integration process prior to starting school to ensure that they have built up a relationship with the class teachers and other adults. During this time of integration the class teacher visits the child in their nursery setting so that conversations with the nursery practitioners can occur and a home visit is also offered to the parents if they wish for the class teacher to visit their child in their home setting. A similar transition occurs from **year 6 to Secondary**. Taster days are provided for children to visit Atam Academy Secondary and learn the routines. Y6 is deliberately located in the Secondary building to ease transition.

Extra meetings are arranged prior to transitions occurring if it is felt that these would benefit the child. This will usually be decided in a team around the child meeting well before the transition date and would be discussed with teachers, the SENCo and the child.

Access arrangements for tests that we may put in place to support the needs of your child include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

Support for children with identified special needs **starting at this school:**

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENCo and/or your child's key worker may make a home visit or visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle more easily



FREQUENTLY
ASKED
QUESTIONS

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



We evaluate our provision through:

- Frequent discussions between all staff members working with the child, including the class teachers, Learning Support Assistants, Teaching Assistants and SENCo, to ensure the provision is appropriate for the child
- Regular analysis of the attainment and progress of each child
- Reporting progress to the Head of Primary, Executive Headteacher and SEND Governor
- Ensuring members of staff are trained and confident in their work
- Carrying out learning walks and observations of whole class teaching and interventions
- Annual report to the Governing Body with the SEND Information Report posted on our website.



FREQUENTLY
ASKED
QUESTIONS



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

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the **Redbridge Local Offer**.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write a **Education, Health and Care (EHC) Plan**. The EHC Plan will outline support your child will receive from Redbridge, acting as the Local Authority, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHC Plan.

We will always use the advice of our Educational Psychologist and, as appropriate external agencies, to help us to support your child using the **graduated approach** (Assess, Plan, Do, Review).

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes the best possible progress.



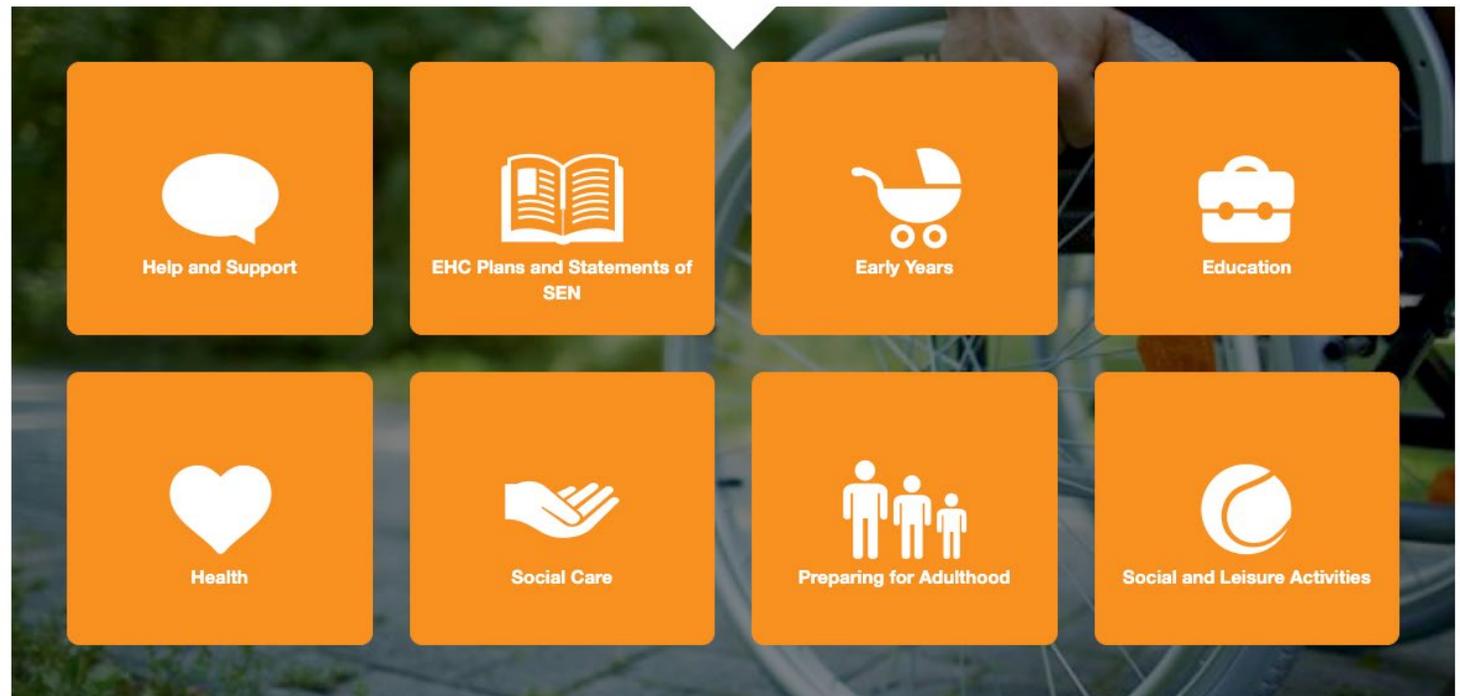
FREQUENTLY
ASKED
QUESTIONS



16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Click on the image for more information about Redbridge's Local Offer...

Parent and Carers Local Offer



FREQUENTLY
ASKED
QUESTIONS