



CE Academy

SEND Information Report

SENCO: Mrs R Rudderham

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SEND Information Report – St Botolph’s CE Academy

Our approach to teaching children with SEND:

At St Botolph’s we strive to support all children to enable them to enjoy their learning and reach their full potential.

We promote a ‘whole school approach’ to teaching and learning which involves staff adopting a model of high-quality inclusive practice. This aims to:

- make sure our school fully implements national legislation and guidance regarding pupils with SEND
- support and make provision for pupils with special educational needs and disabilities.
- provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs
- maximise each child’s opportunities to experience success and achievement and to develop a positive self-image
- to remove barriers to learning by understanding the needs of all pupils
- help pupils with SEND fulfil their aspirations and achieve their best.
- help pupils with SEND become confident individuals living fulfilling lives
- communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- make sure the SEND policy is understood and implemented consistently by all staff.

1. What kinds of needs can be supported at our academy?

As an inclusive school, children with every type of need, including all categories of SEND, are supported at St Botolph’s and we endeavour to ensure that every child in our school makes good progress and is well prepared for adulthood. Examples of SEND needs within our school are listed below.

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory needs
- Moderate/severe/profound learning difficulties

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

- They have a **learning difficulty or disability** if they have:
- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED

Communication and interaction

Pupils with needs in this area have difficulty communicating with others.

They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning

Pupils usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and disorders.

These needs may reflect a wide range of underlying difficulties or mental health Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

2. Who can I talk to about my child's needs?

Class teacher, SENCO/Deputy Head Teacher or Headteacher.

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers on their request. We will formally notify parents/carers when it is decided that a pupil will receive SEND support. Parents can also access the Local Offer , which details support available in Wakefield. <https://wakefield.mylocaloffer.org/>

3. How are children's needs identified?

All children are different, so at St Botolph's we spend time identifying the individual needs of all children, whether they have a special educational need or not, before they enter the academy and throughout their school life.

Sometimes we are informed about their needs by parents/carers; sometimes by external agencies already working with them; sometimes needs are identified as we get to know the child and realise that they are not making the expected level of progress, often because they cannot access the curriculum in the same way as other children their age can.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

4. How are children's needs identified before they start at our Academy?

As soon as we know that a child will definitely be attending our academy, we gather information about each child so we can plan for his/her needs and ensure that he/she settles into our academy happily and makes good progress in lessons.

We gather information by a variety of means:

- Parent/carer information meetings
- Discussions with any outside organisations or agencies previously involved with the child
- Questionnaires to parents/carers and children
- Working with previous schools or educational settings

How are children's needs identified whilst children are at our academy?

By working with the children:

- Pupil voice – an opportunity for children to say what is on their minds; Junior Leadership Team – a democratically elected group of children who act as a vehicle for listening and responding to other children and issues at St Botolph's.
- Classroom or playground observation by the teacher, teaching assistant, SENCO, Educational Psychologist or other external agency.
- Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, half termly, in order to ensure that all pupils are making good progress and will achieve their targets.
- Alternative assessment tools can be used to track children making smaller steps of progress (Wakefield Progression Steps).

By a parent/carer telling us:

- By informally talking to the class teacher
- Parent/carer consultations
- At a meeting with the school's Special Educational Needs Coordinator (SENCO), Deputy Head or Head of School.

Teacher assessments

Scrutiny of children's work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, half termly or termly, in order to ensure that all pupils are making good progress and will achieve their targets. This is to ensure that progress is monitored and targets can be set for individuals. Teachers also regular pupil progress meetings in which barriers to learning are identified and decisions taken on how to improve progress.

Other information that may be used to identify pupil needs

We also use other sources of information to ensure that pupils are happy and do not need any other support. These include:

- analysis of behaviour records
- analysis of welfare logs
- information from another school a pupil has attended
- termly reviews of progress against SEND desired outcomes
- use of provision maps
- monitoring of whole school and SEND data
- medical professionals

5. How do we work in partnership with parents/carers of children with SEND?

We try to work closely with all our parents/carers to ensure that all pupils are settled. Working in partnership with parents/carers of children with SEND is even more important, so we also do the following:

- Communicate regularly and informally through quick informal discussions at the beginning and/or end of the academy days as and when needed
- Phone calls and letters home
- Home school record books, if appropriate

- Have an open-door policy so that parents/carers can see the class teacher (at the end of the school day) and/or SENCO if they have a particular concern and would like a longer discussion. Meetings may also be held with other members of the Senior Leadership Team.
- Termly meetings with class teachers and/or SENCO at parents' consultations to discuss progress and identify any additional needs.
- Include the progress a child with SEND has made towards his/her desired outcomes in his/her annual report.
- Provide parents/carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help him/her achieve them.
- Annual Reviews for children with MSP or EHCP plans.

6. How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their own education. All children are expected to evaluate their own learning progress and discuss their needs with their teacher. We do this through:

- Questioning and discussions in lessons
- Asking questions in books
- During assemblies/Collective Worships
- Junior Leadership Team
- Target-setting
- Extra-curricular activities
- Children attending review meetings, where appropriate

Children with SEND support

Children with SEND support are either monitored through a One Page Profile (OPP) or Supporting Me To Learn plan (SMTL). OPP's are used to identify key aspects that all professionals need to be aware of when planning for the child and supporting them within class. A SMTL plan includes individualised targets that are monitored termly. These outcomes are decided by the class teacher and the SENCO with parental involvement and are evaluated at the end of the term. Class teachers or the SENCO can provide parents/carers and children a copy of the provision that has been organised.

Children with an Educational Health Care (EHC) plan or My Support Plan (MSP)

In addition to termly review meetings, we also hold an Annual Review meeting for children with statements or EHC plans. We work with the parents/carers and pupils and invite all the people needed, including health care professionals, to review the progress made against the outcomes in the EHC plan. We also aim to include the children's views in this meeting in as appropriate a way as possible. This will include any information that the child wishes to share with the adults involved, including important information about their views and aims in life. Children may also attend the whole of the Annual Review Meeting, part of the meeting, or just state their views.

8. How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. We contact his/her previous educational setting and meet with parents/carers to complete the necessary transfer of information procedures and all our new children also have the opportunity to come and visit the school.

Once we know that a child has SEND, we will meet with his/her parents/carers to decide on the desired outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes. A copy of this plan will be shared with parents/carers as soon as possible after the meeting.

9. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school. If a child has SEND we also:

- Pass on all SEND records
- Liaise with the SENCO or a member of the senior management team at the new school to clarify any information and provide any necessary advice
- For children with EHC plans, we usually organise some extra visits to the new school or work with them to help prepare them for the transition. For instance, the SENCO may help the child to compile a Transition Book of photographs, drawings and some writing which he/she then takes home to refer to.

10. How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENDCO will be available to answer any specific queries or provide updates for the new teacher.
- Children will also visit their new classrooms and spend some time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who show anxiety about change and a Transition Book made to help support them.

11. How are adaptations made to help children with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet each child's learning needs.
- A number of interventions, which support learning, depending on the particular needs of individual children, are organized.
- The premises have also been adapted to provide easy access for pupils with physical disabilities. Staff are trained in delivering interventions, as necessary, to meet current and emerging SEND.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

12. What SEND skills and training do our staff have?

Staff members

Training completed

All staff

Are trained in the requirements of:
The new SEND Code of Practice
The Equality Act
All general academy policies on teaching and learning and behaviour management, including information on how to include children with SEND
Individual members of staff have attended courses relating to the particular needs of children they support.
Adaptive teaching

Teaching Assistants

Speech and language (SLT) programmes
Occupational Therapy (OT) programmes
Behaviour Management
Autistic Spectrum Disorders (ASD)
Phonics
Reading support
Writing support
Maths support

13. Work with other agencies/services

The academy works with a range of different agencies and professionals to support children's needs. These include:

- Speech and Language Therapy service
- Occupational Therapy service
- School Health Advisors
- Educational Psychology service
- WISENDSS includes Social Emotional and Mental Health Team, Communication, Interaction and Access Team and Learning Support Service
- Social care
- Specialist health professionals
- Outreach support from special schools
- Futures In Mind
- Team around the school practitioners
- Inclusion Panel
- WASP support
- COMPASS support

14. How do we support the emotional and social development of all of our children?

At St Botolph's we have a 'positive approach' to behaviour management which is supported by the following school policies:

- Attendance
- Behaviour
- Child Protection and Safeguarding
- E-Safety
- Medical Needs
- SEND

We also teach children to help them socially and emotionally in the following ways:

- Circle time
- Collective Worship
- Small group interventions and social stories
- Informal mentoring sessions
- Specific social groups

If necessary, we also support pupils' social and emotional development via individual support plans that teach social skills and coping strategies as well as access therapeutic support from outside agencies such as:

- Social Emotional Mental Health Team
- Educational Psychology service

15. How effective is our SEND provision?

Intervention outcomes show the high-quality targeted work that is happening, as the monitoring highlights the positive progress that has been made by the majority of pupils.

Example from the academic year 2024-25

Attention Autism

Name of Child	Year Group	Initial Assessment	Final Assessment
Child A	LFS	Does not have shared focus/attention.	Able to focus for 4/5 objects.
Child B	UFS	Does not have shared focus/attention.	Able to focus for 2 objects.
Child C	2	Does not have shared focus/attention.	Completed stage 1.
Child D	1	Does not have shared focus/attention.	Completed stage 1

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after a certain number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

16. How are resources distributed across the school?

Resources are distributed according to need. Once a need has been identified, the school will provide the appropriate resources, though this does not always happen immediately as organizing a resource can take time. EHCP plans will set out the main objectives requiring some form of intervention. Progress and Attainment for all groups of pupils is being rigorously monitored.

17. What do I do if you have a concern about the quality or effectiveness of support your child is getting?

All teaching is monitored to ensure that it is of sufficiently good quality by the academy's leadership team and other agencies, such as Ofsted. This is done by observing lessons, reviewing books, assessing the appropriateness of the classroom environment for the age group concerned, reviewing the progress of all children and seeking feed-back from pupils and parents/carers. This information is reported to the Governing Body.

If you have any concerns about your child's well-being or academic progress at any time please contact school personnel in this order:

1. Class Teacher

2. Key Stage Leaders
3. SENDCO - Mrs Rudderham
4. Headteacher
5. Chair of Governing Body

18. How to access support and advice at home?

There are different charities and agencies that can offer advice and support for the families of children with special educational needs or disabilities. Please find below some of those agencies:

Wesail <https://www.family-action.org.uk/what-we-do/children-families/wesail/>

Wakefield Local Offer <https://wakefield.mylocaloffer.org/#maincontent>

SENDIASS Telephone: 01924 379015

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

<https://www.stbotolphsacademy.co.uk/academyinformation/policies-new>

This policy is a working document and therefore is open to change and restructuring as and when the need arises.