Richmond Academy

SEND Information Report 2021-2022

A GUIDE FOR PARENTS/CARERS

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Age Range	2-11 years
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Introduction

At Richmond Academy we aim to ensure that all pupils, regardless of their individual needs, make the best possible progress in the academy. We aim to be as inclusive, as reasonably possible, in meeting the needs of all pupils with Special Educational Needs and Disabilities (SEND).

The Local Offer

The *Children and Families Bill* came into effect from September 2014. Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Oldham Local offer: https://www.oldham.gov.uk/info/200368/children_with_disabilities

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school can meet.

Definition of special educational needs & disabilities

A *child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision*. (Code of Practice, 2014)

The Academy offer

What can we offer for children with SEND?

At Richmond Academy, we embrace the fact that every child is different and unique, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

What kinds of SEND are provided for at our academy?

As an inclusive academy, we provide support for pupils who may fall into at least one of four areas, though many children will have co– concurring needs. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed.

1. Communication and Interaction Difficulties
Pupils may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

2. Cognition and Learning Difficulties
Pupils may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties such as dyslexia or dyspraxia which require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupils with physical and sensory impairments and autistic spectrum disorder.

3. Social, Mental and Emotional Health Difficulties
Pupils may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

4. Sensory and/or Physical Difficulties
Pupils may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

SEND Support but no specialist assessment (NSA) (Code of Practice 6.28-6.35)

Who can I talk to about my child's need?

The class teacher
Responsible for:

- The progress and development of every pupil in their class through QFT and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo. to review the progress and development of each pupil and ensuring appropriate provision and intervention.
- Ensuring smooth transition for pupils with SEND through liaison with teacher, parents and SENDCo.
- Ensuring they follow this SEND policy.
- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.
- Developing effective relationships with parents and keeping parents informed of pupil progress.
- Working with the SENDCo. to identify their own training needs around SEND.

The SENDCo: Mrs Pritchard
Responsible for:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support.
- Monitor, review Individual plans and EHCPs on a regular basis.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the academy maintains an up-to-date register and records for all children with SEND.
- Arrange appropriate whole school and individual SEND training and surgery sessions.
- Ensure efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff professional development meetings, to include outside agencies where appropriate.

Principal: Claire Rahman

Responsible for:

- Ensuring that the trust SEND policy is adhered to and followed within their own academy.
- Be responsible for the implementation of the SEND Strategic Plan within their own academy.
- Uphold the inclusive vision, values and practice of the trust.
- Work with the SENDCo. in their academy to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Monitor the progress and attainment of pupils with SEND through regular pupil progress meetings.
- Ensure that resources are deployed effectively and efficiently to meet pupil need
- Ensure the deployment of staff so that appropriate transition arrangements are planned for SEND learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure a SEND Information Report is written annually, is evaluated by Trustees and is shared on the academy website.
- Develop effective relationships with parents so that they feel valued, supported and included.

How does the school identify children with special educational needs?

Referring to the 'SEND Code of Practice: 0-25' 2014, a child has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school can identify those making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the circumstances of students, for example those who are in Care and/or eligible for the Pupil Premium. When deciding whether to make special educational provision, a meeting will be arranged between the SENDCo, the class teacher and the parents and will consider all the information gathered, including:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- any additional support your child may receive
- any referrals to outside professionals, to support your child's learning

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The support will take the form of a four-part cycle, known as the graduated approach:
Assess: an analysis of need will be carried out by all concerned, including outside agencies
Plan: an appropriate plan will be agreed by all concerned
Do: agreed support and interventions will be delivered
Review: the effectiveness of the intervention/support will be reviewed regularly

We aim to work with the child and parents/ carers throughout this process.

What are the different types of support available for children with SEND in our school?

Universal offer
For your child this would mean
- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies are in place to support your child to learn.

Targeted support
This is the first stage of the SEND graduated response process and the adaptations and additions that are made are internal to the school.

Intervention programmes which may be:
- Run in the classroom or a group room/ area.
- Run by a teacher or a teaching assistant (TA).

Specialist support run by outside agencies, e.g. Speech and Language therapy
This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
- Local Authority services, such as teachers or specialist TAs from the Specialist Teaching Team
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such as hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service.

What could happen:
- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support - EHCP

This type of support is available for children whose learning needs are severe, complex and lifelong.
This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above. For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (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 current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. It will also outline 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.
- The school will then submit an element 3 funding request based on the recommendations set in the EHCP and the council will decide if and how much funding will be allocated to you child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding, but this is a collaborative decision involving education or health care professionals and yourself.

How can I let the academy know if I am concerned about my child's progress?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-coordinator or Principal.

How will the academy let me know if they are concerned about my child's learning and progress?

If your child is identified as not making progress, the academy will discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to the children with SEND?

The academy budget includes money for supporting children with SEND.

- The Principal deploys resources for Special Educational Needs and Disabilities based on analysis of need.
- The Principal and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the

children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

- The academy identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the people providing services to children with SEND in the academy?

Academy provision:

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants working with either individual children or small groups.
- Mentors offering support for children with emotional and social development.

Local Authority Provision:

- Educational Psychology Service
- QEST service - Specialist Teachers
- SALT (Speech and Language Therapy)
- Education Welfare Officer
- Behaviour Support Service
- Social Care

Health Provision:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Healthy young minds (HYM)
- Paediatricians (Community CYP Health)

Voluntary Provision:

SENDIASS/POINT https://www.point-send.co.uk/pages/category/oldham-sendiass
Mahdlo https://www.mahdloyz.org/
Child Brain Injury Trust https://childbraininjurytrust.org.uk/
The National Autistic Society http://www.autism.org.uk/
Oldham connect https://oldhamconnect.uk/Page/23550
Oldham IASS https://cyp.iassnetwork.org.uk/service/oldham-sendiass/

How are teachers supported and what training do they receive?

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will teaching be adapted for my child?

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.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, daily if needed, to meet your child's learning needs.

How will we measure the progress of your child in the academy?

Your child's progress will be continually monitored by his/her class teacher.

- His/her progress will be reviewed formally with the Principal and SENDCo at every assessment point in reading, writing and maths.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an Individual Plan, which follows the Graduated Approach (Assess-Plan-Do-Review).
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to discuss your child's progress or concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual plans will be reviewed with your involvement every term.
- Parents will have access to academy forums with leader in the academy.

How is the academy accessible to children with SEND?

We do our best to ensure that our academy is accessible to all children, including those with SEND. We break down this access into the following main categories:

- Curriculum access
- Physical access
- Information access

***Please refer to the Academy's accessibility policy for more information**

How will we support your child when they are joining or leaving the school or moving to another class or key stage?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit schools when appropriate (this may be with EYFS lead if joining reception)
- Your child will be able to visit our academy for an induction and have a phased transition if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo. and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IPs will be shared with the new teacher.

In Year 6:

- The SENDCo. will discuss the specific needs of your child with the SENDCo. of the child's secondary school. If appropriate, a transition review meeting to which you will be invited will take place with the SENDCo. from the new school.
- If appropriate, your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school for extra transition, and in some cases staff from the new school will visit your child in this school.

How will school support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured.

All classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development.

If your child still needs extra support, with your permission the SENDCo. will access further support through outside agencies.

What are our admission procedures?

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. In common with maintained schools, the Local Authority administers admissions into the Academy. The Harmony Trust operates its admission procedures in accordance with the policy laid down by the Board of Trustees and in line with relevant LA statutory requirements. The Trust SEND policy will not discriminate on grounds of race, religion, disability, special need or ethnic origin.

Each academy will make an assessment of the contextual factors placed upon the academy and in particular cohorts when requested to admit a pupil with SEND. The academy will not automatically refuse a request for a place to pupils on the grounds that they have special, social, education or behaviour needs or because they have a history of disruption. Whilst consideration will always be given to staffing needed to support applications for pupils with SEND, equipment and environmental needs, these will not result in refusal to offer a place but will lead to consultation with the local authority about how these will be sourced. Similarly our academies are willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so. Parents/carers and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry. The Local Authority (Oldham Metropolitan Borough Council) administers admissions into the academy.

For admissions please visit the (Oldham Metropolitan Borough Council) website here:

Apply for a primary school place | Oldham Council

Please see the Academy's Admissions Policy for further guidance

Applying for a school place if your child has an Education, Health and Care Plan

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. This is completed with the SENCO, parent/carer and the SEND Officer working with the Academy.

What are our arrangements for pupils with disabilities?

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility.

Richmond Academy will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend Westwood Academy because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the academy to increase access to learning and participation by all pupils. Please also see the Accessibility Policy.

What if I want to complain?

Richmond Academy has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to Ms Jordon (Principal).

Please see the complaints policy for full details.

Linked documents on the Academy's website include:

- Complaints Policy
- Trust SEND Policy
- Anti-Bullying Policy
- Complaints Procedure (as part of Complaints Policy)
- Equality and Diversity Policy
- Supporting pupils at school with medical conditions
- Safeguarding Policy
- The Academy's Children Looked After Policy

All above policies can be found in the policy section of the website