



Radford Academy
A L.E.A.D. Academy

SEND Information report

2023-24

Approved by:

Date:

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SEN information report

1.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

1.2 Arrangements for the Admission of Pupils with SEND

- We work closely with our feeder nursery to ensure a smooth transition into our Reception Class. Any pupils with SEND are offered the opportunity of additional and / or shorter visits. Staff from Radford Academy also visit the nursery to see the children in their own environment. This gives staff the opportunity to talk to the nursery staff in order to gain greater insight into the child's needs.
- Periodically, we receive admission consultations from the Local Authority. We review these on a case by case basis, identifying whether we are able to meet need.

1.3 Identifying pupils with SEN and assessing their needs

At Radford Academy, we pride ourselves on being inclusive. All pupils are expected to engage fully in their education and the wider opportunities that we offer. Cultural capital is a very valuable asset and we ensure that all our children are able to benefit from visits and visitor. Some children will require additional support or special arrangements in order to do this and this is always taken into consideration. Where an activity is not appropriate, an alternative opportunity is offered.

We ensure that our teaching reflects the needs of all our learners. We ensure that support is in place so that all children can reach their full potential. We regularly assess the progress of all children. If we feel that a child's progress is significantly slower than that of their peers, we follow the graduated response which guides teachers through a cycle of 'assess, plan, do & review'. This allows teachers to closely monitor and plan for progress. We ensure that we identify all children 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 SEN.

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. 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.

1.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents 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' 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.

We will formally notify parents when it is decided that a pupil will receive SEN support. We will explain that their child will be added to our school's SEND register.

1.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

1.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils moving to secondary school will take part in transition days. For pupils who may find transition more challenging, we provide the opportunity for additional transition experiences. These may be supported by external services such as the Autism Team. We support parents with the selection of their child's secondary school, based on our knowledge of the child's needs and the provision that might be required.

Transition within Radford Academy is managed by the class teachers and teaching assistants. Pupils with SEND have extended opportunities to visit their new classrooms and they work on a transition booklet which helps them to understand what their next steps are.

1.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Fresh Start
- Read, Write, Inc
- 5-minute Literacy Box
- Colourful Semantics
- Number Sense
- We also use a range of highly engaging apps that allow all pupils to practice their basic skills:
TTRockstars / Numbots / Sumdog / Flash Academy / Epic reading
-

1.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

1.9 Additional support for learning

We have 9 teaching assistants who are trained to deliver a wide range of in-class support in addition to targeted interventions such as Fresh Start, Number Sense

Teaching assistants will support pupils on a 1:1 basis when this is deemed necessary. However, we understand that a pupil must still develop their independence and teaching assistants do not do the work for the child.

Teaching assistants will support pupils in small groups when there is a group of children with similar needs and who will benefit from learning at a different pace to the rest of the group. This may also include children who are working at an accelerated pace or at greater depth.

We work with the following agencies to provide support for pupils with SEN:

- Inclusive Education Service (IES)
- Autism Team
- Educational Psychologist
- Think Children – for children with social, emotional & mental health issues
- Speech & Language specialists (SALT)

1.10 Expertise and training of staff

Our SENCO has 3 years' experience in this role and has worked as a primary school class teacher for over 30 years. She has completed the statutory NASENCO Award.

She is allocated half a day each week to manage SEN provision.

We have a team of 9 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Read, Write, Inc. & Intensive Interaction; Handwriting Programme

We have a learning mentor who supports children with their behaviour and their mental health.

We also have a TA who is currently training to be an ELSA (Emotional Literacy Support Assistant).

1.11 Securing equipment and facilities

We are supported by specialist services such as those at Oakfield School, in order to provide our children with appropriate equipment.

- We have a changing suite which allows pupils to be changed with dignity and privacy.
- We have wider doors so that wheelchair users can move confidently around school.

1.12 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Meeting with parents for a structured conversation each term
- Holding annual reviews for pupils with EHC plans

1.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in our Y2 sleepover in school and to go on our residential trip to London in Y6.

All pupils are encouraged to take part in all school activities, including as an example: sports day, art days, literacy days, class assemblies

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Arrangements are always planned so that a child with SEND can take part in an activity. This includes ensuring that additional adults are available whenever necessary. We have additional risk assessments in place for children with SEND.

- We have developed a disabled changing space with a mechanical changing bed.
- We have developed a space for our new 'Enhanced Provision'. This is a bespoke area for our high level need children.
- The School's accessibility plan is on the school website in the Policies section. This explains how we are:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services you provide
 - Improving the availability of accessible information to disabled pupils

1.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are supported by the learning mentor in order to develop friendship groups

We have a zero-tolerance approach to bullying.

1.15 Working with other agencies

We work with a wide range of external agencies. These include, but are not limited to, The Inclusive Education Service, the Autism Team, the Educational Psychology Team, Speech and Language Therapists, Behaviour Specialists

1.16 Complaints about SEN provision

We hope that we successfully build a relationship of trust with our parents and that parents feel able to discuss their concerns with their child's teacher. If a situation cannot be resolved with the class teacher, then complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

1.17 Contact details of support services for parents of pupils with SEN

Autism Team

Please contact the Autism Team on 0115 876 5311 or via email at autismteam@nottinghamcity.gov.uk

Special Educational Needs Service - The service is based in Bilborough and can be contacted by email, telephone, or in writing.

Email: special.needs@nottinghamcity.gov.uk

Tel: 0115 876 4300

Special Educational Needs Service
Building 5 Woolsthorpe Depot
Woolsthorpe Close
Nottingham
NG8 3JP

1.18 Contact details for raising concerns

In the first instance, please contact the school SENCO Bronwen Smalley.

2. Monitoring arrangements

This policy and information report will be reviewed by Bronwen Smalley **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

3. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan

The Accessibility plan outlines how the Academy will develop the curriculum and the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and to improve the availability of accessible information to disabled pupils

- Behaviour policy
- SEND policy
- Safeguarding policy

4. The Local Offer

The Local Offer is all the support that is available to you in Nottinghamshire. There is a wealth of information about this available to you on the internet. Use this link to visit the Nottinghamshire Local Offer where you can find a wide range of support.

What is the Local Offer?

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/advice.page?id=ByiSH1_KndU&loboolean=1

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannelnew=9>