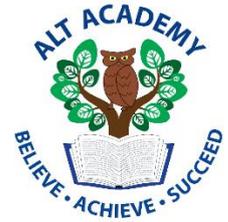




THE HARMONY TRUST

Alt Academy

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SEND Information Report March 2017

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

- ❖ Worries can be raised by parents following concerns they may have. If a parent feels that their child has a special educational need- they can use the open door policy to request to talk to the class teacher and SENCO regarding their concerns.
- ❖ Concerns may be raised by school staff about slow progress, behaviour or other areas. The class teacher and the parent are the first to highlight learning needs/concerns which is then supported by the Special Educational Needs Co-ordinator (SENCO) who will advise and seek support from outside agencies. If a teacher highlights a learning need, the parents are informed immediately and ask to attend a meeting to complete a "Cause for Concern" response form to establish their views and concerns. This is our first step to the graduated response.
- ❖ Child may already have an identified need before starting school

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

- ❖ Before your child starts in nursery or reception, clear transition meetings will be held with all professionals involved with your child, either in the home or school setting.
- ❖ A one page profile will be created which will express all your child's strengths, needs and how best to support them- this will be shared with all members of staff- particularly key workers.
- ❖ Through liaison with current care providers (e.g. other nursery setting or child development service and parents) targets will be established.
- ❖ Early identification is paramount in order to support our children at Alt Academy. Our Early Years staff will discuss any concerns they have with you at the earliest point.
- ❖ All of our teachers follow a Plan, Do, Review system- where they will work upon any advice given and review progress.

How do we adapt the curriculum to meet the needs of all our children?

- ❖ Learning activities are clearly differentiated to match the needs and interests of all our children. This makes the curriculum accessible to all and ensures children make maximum progress. All class teachers deliver quality first teaching which includes differentiated learning for all children.
- ❖ All children are assessed regularly throughout all areas of their learning in order for staff to support and adapt their teaching to match their needs
- ❖ Additional resources such as individual workstations, visual timetables, interventions and personalised materials are used to support children with SEND.
- ❖ Throughout school there are age appropriate interventions to support children with their learning in English, maths and with their oracy skills- including 1:1 and small group support. SENCO and teachers will identify the particular intervention that a child is to receive, perform a baseline assessment and evaluate its effectiveness regularly.

How will I know how my child is doing and how will you help me to support my child's learning?

- ❖ Staff are always available to talk to parents at the start and end of every school day. Parents are informed in all decisions about their child's support.
- ❖ Progress of children with SEND will be reviewed termly and targets will be decided.
- ❖ Parents are informed of progress through twice yearly parents evenings and an annual report. However, teachers are proactive in sharing any concerns as they arise and encourage parents to do the same.
- ❖ Parents of children with SEND will also be involved in regular Person Centred Reviews, attended by Parents, teachers, Children, other professionals and SENCO.
- ❖ At these meetings, the views of the pupil, parents, teachers and any other professionals are used to complete an Action Plan which will detail short, medium and long term actions and outcomes for the child.
- ❖ Children's progress is assessed regularly against National Curriculum objectives or PIVATS, which demonstrate detailed steps of progress.
- ❖ When we assess SEN, we establish if behaviour and understanding are the same at home and school. We value your opinions and knowledge and work closely with you to ensure the best provision and progress for your child.

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

- ❖ Alt Academy is an inclusive school so thrives on ensuring that all children are supported and feel safe in school.
- ❖ Our curriculum is designed to meet the needs of the overall child- emotionally and socially as well as academically.
- ❖ We have Learning Mentors that work within school that specialise in wellbeing and emotional support.

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

- ❖ Specialist teachers from the LA (local authority) support staff to access the curriculum for different children's needs
- ❖ In school, we receive support from our School Health Advisor(Gillian Leigh), Speech and Language Therapists (SALT), Healthy Young Minds (CAMHS), Hearing Impairment services (HI), Visual Impairment services (VI), Occupational Therapy (OT), Paediatric nursing team, Children's Community Nursing Team, Epilepsy Nurses and Health Visitors. We also work with experts such as Educational Psychologists (Debbie Burton), QEST Advisors (Hazel Moss) and the Jigsaw team for specialist behaviour support.

What training opportunities are there for staff supporting children with SEND?

- ❖ We have regular training for staff on a range of learning difficulties including dyslexia, autistic spectrum disorder (ASD), speech language and communication needs and behavioural and social difficulties
- ❖ We have staff trained to deliver programmes such as BLAST 1 and 2 (to boost oral language), First Class @ Number (to support learning in Maths), Better Reading Partners (to develop skills and confidence in Reading) and Lego Therapy (to promote positive social behaviours)
- ❖ When a child begins at Alt Academy, we ensure that our staff are trained in any areas that are required to meet their needs as advised by an EHC Plan or medical professional.

How is Alt Academy accessible and inclusive to children with SEND?

- ❖ The school building is accessible with ramps and double doors.
- ❖ There is a disabled toilet and changing room in the KS1 building.
- ❖ We use a range of equipment and resources provided by external agencies including OT and SALT.

- ❖ Our support staff are trained in first aid and some staff have additional paediatric first aid certificates.
- ❖ Identified staff are trained in specific medical procedures to allow all children access to school.
- ❖ Children with SEND are included in all before and after school activities. Additional staff are provided to support if needed.
- ❖ Trips and visits are planned to allow equal accessibility for children. Children with SEND have additional risk assessments to ensure that appropriate measures are implemented.
- ❖ Additional risk assessments for fire and evacuation procedures are also completed for some children with SEN.

How we support pupils in their transition into our school and when they leave us?

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

- ❖ When your child starts school with us there will be initial Child Centred transition meetings with parents and agencies involved in order to draw up a One Page Profile of the child. A series of transition visits will be arranged and appropriate training will be put in place to support your child in school.
- ❖ When moving to a new class, information and targets are shared with the new class teacher. The child will also spend time in their new class.
- ❖ If moving to a new primary school, we will contact the schools SENCO to discuss needs and any special arrangements that need to be made for your child. Records will be sent promptly.
- ❖ Transition to secondary school begins after Easter in Year 6. School Transition Coordinators and SENCOs meet initially with staff and then pupils. Visits are arranged for all pupils, with planned additional visits for children with SEND and their parents.

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

- ❖ Schools receive funding for all pupils, including those with Special Educational Needs and Disabilities. The Local Authority may contribute additional funding for Children with Education, Health and Care Plans (EHC).
- ❖ If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated from the LA. This must be used to fund the agreed plan and will be monitored in annual review meetings.

Who can you speak to in school?

- ❖ Working together is crucial to ensure the best provision for all children.
- ❖ In school you can speak to Mrs Hadcroft - Inclusion Manager/Deputy Principal, Mrs Branwood (SENCO) or your child's class teacher if you have any questions or concerns.

Who can I contact for further information?

- ❖ A really useful website for information on a range of issues around SEND is on the councils website http://www.oldham.gov.uk/directory/98/sen_and_disability_services_for_0-25_year_olds
- ❖ Oldham's parent/carer group is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children with SEND. They work with Oldham council, Education, Health and other providers to make sure the services they deliver meet a range of needs

for children and families.

<http://pointoldham.co.uk/>

- ❖ Oldham's Parent partnership service provides personal and confidential support and advice
<http://www.oldham.gov.uk/pps/>
<http://oldhamparentpartnership.co.uk/>
- ❖ This is a link to a handbook about supporting families with SEND in Oldham
<http://pointoldham.co.uk/information/supporting-families/>

What to do if you as a parent/carer are not happy with the decision or what is happening?

- ❖ Your first point of contact is always the person responsible – this may be the class teacher or the SENCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Principal then ask for the school Governors representative.
- ❖ If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child.
- ❖ If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
Tel: 0161 770 1129
cypf.complaints@oldham.gov.uk
- ❖ The [Parent Partnership Service](#) provides independent, individual information and advice for parents of children with special educational needs. Visit [http://www.oldham.gov.uk/pps/info/12/about the service](http://www.oldham.gov.uk/pps/info/12/about_the_service) for more information.