Auckley School

SEND INFORMATION REPORT 26-27

The kinds of special educational needs that are provided for in school

At Auckley School, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils. Auckley School is an Autism Friendly School. The school building has carefully planned access arrangements.

Under the New SEND Code of Practice 2014, a child has a special educational need if they have provision that is ‘‘***additional to*** *or* ***different from****’ that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.’’*

The SEND Code of Practice 2014 also explains that *‘Special educational needs and provision can be considered as falling under four broad areas:*

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

At Auckley School we aim to support all pupils with their learning journey and embrace an inclusive ethos.

The name and contact details of the SENCo (mainstream schools) and further contacts where parents/ carers may have concerns

For issues or concerns relating to SEND and inclusion, parents / carers can choose to contact the named people below in the order displayed or at their own discretion.

The named people below in the order displayed or at their own discretion.

- Class Teacher
- SENCo Mrs S Gunther
- Assistant Head teacher Mr S White
- Assistant Head teacher Mrs C Wiggins
- Head teacher Mrs E Fox

Other Useful Contacts:

Named person for Safeguarding Mrs E Fox Mrs R Belk

Named Governor with a responsibility for SEND/D – Mrs Katy Hayes

Other contacts within DMBC:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

SENDIASS (Special Educational Needs and Disability information ,advice and support Service) for Parents. Contact number: 01302 736920

Attendance & Pupil Welfare Service: Contact number: 01302 737504 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737800

CAMHS: Contact number: 01302 796191

Early Years Inclusion Team: Contact number: 01302 862104

Children with Disabilities Team: Contact number: 01302 737777 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children: Contact number: 01302 735237

Short Breaks: Contact number: 01302 737448 CWB@doncaster.gov.uk

Language Support: Contact number: 01302 734255

e-mail: virtualschoollanguagesupport@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734226 or email emtas@doncaster.gov.uk

Policies for identifying children and young people with SEN and assessing their needs

At Auckley School we have a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website.

Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with SEND:

- Access
- Admissions
- Anti-Bullying
- Attendance
- Behaviour
- Data Protection
- Disability Equality
- Equal Opportunities
- E-safety
- Fire Safety
- Gender Equality
- Health and Safety
- Intimate Care
- Managing Attendance
- Medical Needs
- Medicines
- Race Equality
- Safeguarding

Arrangements for consulting parents of children with SEN and involving them in their child's education

Parents are invited to a meeting with the class teacher, SENCo and/or Head teacher if appropriate as soon as a concern is raised.

If your child requires a Support Plan, parents will be asked to share their views to build the contents of the plan to reflect the needs of your child.

Parents will be invited to attend termly review meetings and discuss the development of the educational Support Plans. This follows a termly 'Assess, Plan, Do, Review' cycle.

Parents are encouraged to come in to school to meet with staff/SENCo if they have any concerns and not to wait until the next planned review meetings.

Parents are consulted regarding any changes that may affect their child through the parents preferred way of communication ie telephone or face to face contact, e–mail or letter.

Arrangements for consulting young people with SEN and involving them in their education

- All SEN progresses and procedures at Auckley School follow the Graduated Approach which is found on the Doncaster Authorities website.
- If the child is able to express their opinions, they are sought through 1:1 work with a familiar and trusted adult in school- class teacher/ learning mentor/ SENCo. This feedback is then shared with all other adults in the review meetings.
- Children are asked to give their views and opinions regarding their learning experience and to reflect on their strengths and difficulties (this is presented in their own personal one-page profile). This informs the class teacher and SENCo how to plan and support a personalised learning programme that reflects the child's needs.
- Children are involved in developing their personalised Support Plan so they become actively involved in developing their own outcomes in relation to their strengths, difficulties, interests and building on their existing skills.
- Children are invited to meetings if this is felt by parents/carers and staff to be appropriate to their age and stage. They may attend part of a meeting, whole meeting or have their opinions fed back if the meeting situation is felt to be inappropriate for the child. A flexible approach is adopted to account for the differing needs of our children.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed three times a year in reading, writing and maths at Pupil Progress Meetings led by the Senior Leadership Team.

At the end of year 6, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. In addition, the children in year 1 are assessed in phonics with the results published nationally. Year 2, at the end of Key Stage 1 the children are also formally assessed using by teacher assessment.

Where necessary, children will have a SEND Support Plan with outcomes set that are designed to accelerate learning and diminish the differences. Progress against these

outcomes will be reviewed regularly (minimum termly), evidence for judgments assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/carer voice included.

The progress of children with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.

The SENCo and Senior Leadership Team will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutiny and lesson observations will be carried out by the members of the Senior Leadership Team. These will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

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 SENCo will attend Annual Reviews when appropriate and invited.
- If your child would be helped by a profile/passport to support them to understand moving on, one will be made for them.
- Your child will be able to visit our school and stay for transition sessions, if appropriate.
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- Information about your child will be requested.
- If necessary, social stories can be created in order to relieve some anxieties.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a profile/passport to support them to understand moving on, one will be made for them.
- If necessary, social stories can be created in order to relieve some anxieties.

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. SEND Support Plans and other support plans, e.g. behaviour or medical and intimate care plans will be shared with the new teacher in July for the following September.
- Pupils will have the opportunity to be taught by their new teacher in their new class before the end of the school year.
- Pupils will have a transition timetable in the last half term to help them during this change.
- If necessary, social stories can be created in order to relieve some anxieties

In Year 6:

- The SENCo and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an EHC Plan, the SENCo/Inclusion Team from your child's next school will be invited to the Year 5 and Year 6 Annual Review meetings.
- 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 on several occasions, and in some cases staff from the new school will visit your child in Auckley School.
- If your child would be helped by a profile/passport to support them to understand moving on, one will be made for them.
- If necessary, social stories can be created in order to relieve some anxieties.

Approach to teaching children and young people with SEN

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

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 through a variety of means:

- 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. Adapted resources, e.g. practical resources, displays, table top reminders, visual timetables.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.
- Intervention groups are planned for each term and evaluated and reviewed termly.
- Support may also be sourced from Outside Agencies.
- Break time support e.g. Lunchtime Support groups.
- Support for parents through the EHA (Early Help Assessment) as needed.
- Home-school liaison and differentiated homework tasks.
- Additional sessions such as Co-ordination exercises, 1:1 pastoral support, Nurture Groups.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENCo and Inclusion Leader's role 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 children, including those with SEND. This includes whole school training on SEND issues, such as how to identify all four areas of need, differentiation across the Curriculum, Autism Spectrum Disorder (ASD), dyslexia and speech and language difficulties, making reasonable adjustments.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Autism, Speech & Language, Phonics, First Aid, Specific Medical Needs, Attachment and Emotional Well-being.

Evaluating the effectiveness of the provision made for children and young people with SEN

The school budget, received from Doncaster LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the School Governors, the SENCO and the Senior Leadership Team on the basis of needs in the school.

The SENCO and the Senior Leadership Team 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 expected progress

From this information, they decide what resources/training and support is needed. The school also identifies the needs of vulnerable 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.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Auckley School strives to achieve participation for all and achievement for all by creating an inclusive 'can do' attitude among our pupils. We value high quality teaching and learning and, as such, each pupil within the school is formally monitored as part of a review process twice a year.

The majority of learners with SEND receive differentiated learning following the New Curriculum, which is Topic based, planned by class teachers with support from Subject Leaders,

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured curriculum which fosters a philosophy of well-being. However, for those children experiencing difficulties, we offer:

- An in-school nurture provision for pupils, who have suffered bereavement in the family or some kind of loss (Inc. Divorce).
- Lunchtime and playtime support.
- Social groups that can focus on a variety of different social and emotional needs depending on the need.
- Emotional developmental assessment and implementation

If your child requires further support, with your permission the SENCo will access further support through the Early Help Assessment process.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

At Auckley School, we embrace additional support from external agencies in order to assist the school in meeting the needs of children and their families. Following the Graduated Approach some of the Local Authority Provision delivered in school are:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- ASETS
- SENDIAS
- Outreach Support from the Special Schools or Pupil Learning Centre's
- Health Provision delivered in school:
- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- CAMHS

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

At Auckley School, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all children, including those with SEND, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child, then please contact the SENCo Mrs Gunther If you still need to discuss concerns, then you can ask for a further appointment with the Head teacher Mrs E. Fox.

In addition to this, further guidance can be found in the Complaints policy available on the school website.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published
• In accordance with the Children and Families Act 2014, Local Authorities 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. • The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area. • This School SEND Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. • To view the Doncaster's 'Local Offer' please view: • http://www.doncasterchildrenandfamilies.info/disabilities.html