



SILVERDALE
PRIMARY
ACADEMY

Special Educational Needs Local Offer

At Silverdale Primary Academy, we believe that 'Learning is for Everyone' and for this reason, the needs of your child will be placed at the centre of our practice. We recognise the importance of inclusion and pride ourselves on our wholly inclusive practice which focuses on the holistic development of the child.

We understand the importance of working in a Multi-Agency way and therefore uphold close links with both external agencies and other local schools. As a Trust School, we work closely with all our academies to ensure that our children's needs are fully and effectively met.

HOW DOES THE ACADEMY KNOW IF MY CHILD NEEDS EXTRA HELP?

As an Academy we believe in early intervention to ensure that our children make as much progress as possible. Therefore we continuously assess our children's progress and learning, and analyse this data to ensure that any difficulties are identified and addressed early.

When children start school with us, whether in the EYFS or later on in the school, we:

- Complete thorough analysis of each child's data and their next steps for learning
- Hold a transition meeting with external agencies and parents to put a transition plan into place
- Offer transition sessions and days to enable children to experience all aspects of the school day.

In addition, we may also offer additional transition sessions if this is deemed beneficial to the child.

- Hold discussions with parents
- Hold discussions with previous schools and settings to gain a full picture of the child
- Read medical reports or reports from other practitioners

As children then move through the school, we continue to ensure that any difficulties are identified and addressed through:

- Regular assessment of all children and thorough data analysis. Children are continuously assessed and this data is tracked to ensure that children are making progress from their starting points, towards age related expectations. Class Teachers then meet on a termly basis with the Inclusion Manager and other members of the Senior Leadership Team to analyse each child's progress.

Children exhibiting difficulties with progress are then targeted to receive intervention to support their needs further.

- Regular meetings with parents to enable parents to share any concerns. In addition parents can make appointments at any time to talk to the class teacher or the SEND Team.
- As a school, we place an emphasis on Pupil Voice and regularly seek the views of our SEN children using Pupil Voice in provision planning and to identify areas of need.
- Specialist Assessments such as:
 - Dyslexia Screening Tests
 - Language Link
 - Speech Link
 - Spelling and Reading Age Assessments
 - Boxall Profiles – to assess children's social and emotional development
 - External Professional Assessments – Occupational Therapy / Educational Psychologist / Speech and Language Therapist

If at any time you think your child may have Special Educational Needs, talk to either your child's Class teacher, the Year Group Lead Teacher or SEND Team.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

As a school we believe in inclusion and have high expectations for all children to achieve their potential. We encourage children to believe in themselves and foster a culture where everyone is encouraged to be the best they can possibly be.

We strive to ensure that our classrooms are as supportive as possible to enable all children to access Quality First Teaching at every opportunity. Therefore, all lessons are differentiated by the child's Class Teacher to ensure that they meet the needs of every child in the class and move every child's learning forward. We believe in creating a supportive classroom environment, in which children feel comfortable to make mistakes, and are praised, encouraged and rewarded.

Class Teachers begin by skilfully analysing and assessing each individual child's achievements and their next steps. These next steps are then carefully planned for to ensure that lessons target all children's next steps. Any concerns are raised with Lead Teachers who then address these with the SENCO.

Individual Needs Assistants are allocated to classes to support the delivery of additional support and interventions when children have specific areas of difficulty. These members of staff are targeted to work with key children who are requiring support.

We know that sometimes children need extra support in a particular area. For this reason, we have the THRIVE/SEND team who support these interventions. The THRIVE/SEND Team consists of the following members of staff, and they will work with any number of children at a time:

SENCo – Mrs J Gillespie

Assistant SENCo – Ms Kirsty Gray

Champion Pupil Premium Children – Mr J Diss

Lead THRIVE Practitioner – Debbie Denny

Assistant THRIVE Practitioner – Rose Hawkins

Speech and Language Therapy Assistant – Mrs Mel Plummer KS1, Ms Kirsty Gray KS2, Mrs S Khan

Accredited ASD Champion – Becky Faulkner

Behaviour Lead – Mr C Wright

Dyslexia Support – Emma Parrant

Where children have specific areas of difficulty, we also offer the following provision of additional interventions in the following areas:

Fine motor skills

Gross motor skills

Speech Development

Language Development

Attention and Listening

Social, emotional and behavioural development

Management of emotions e.g. anger, self-esteem etc.

KS1 and KS2 Lunchtime Nurture Provision

to support children's social, emotional and behavioural development

Visual cues throughout all areas of the school

Social stories to prepare children for change

Consequence and Reward Behaviour Charts

Learning Breaks

1:1 or Group THRIVE Sessions

In addition, we value Multi-Agency working and understand that on occasions support for a child's needs cannot solely be offered by the school and referrals to external agencies need to be made. For this reason, we liaise and work closely with the following external agencies, all of whom are invited to weekly Multi-Agency Meetings:

- CAMHS
- Health Services
 - School Nurse Service
 - Child Development Clinic
- Educational Psychology Service
- ESBAS – Education, Support, Behaviour and Attendance Service
- Children's Integrated Therapy Service
 - Occupational Therapy
 - Speech and Language Therapy

All provision for SEN children is monitored on a termly basis by the SEN Governor and their progress and attainment data is discussed during Governor Meetings.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- Fine motor skills intervention
- Gross motor skills intervention e.g. Jump Ahead, Sensory Circuits
- Focused Literacy Support Additional Literacy Support
- Handwriting Interventions
- Focused Maths Support
- Speech and Language Therapy
- Attention and Listening Intervention
- THRIVE
- Self-Esteem
- Anger Management
- Friendship Groups

Any additional provision in place for children with Special Educational Needs will be carefully planned using a provision map and the Assess, Plan, Do Review Cycle. These will then be reviewed termly.

Additional Needs Plans

Any child who has a higher level of Special Educational Need as well as involvement from external specialist services will have their provision planned on a Additional Needs Plan (ANP). These will be written following a Multi-Agency Meeting which parents would contribute to and will be reviewed three times per year.

Education, Health and Care Plans

In cases where a child is considered to have additional needs which require further intervention, where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available in schools, the Academy may apply to the Local Authority for an Education, Health and Care Plan.

EHC plans will focus on the outcomes the child seeks to achieve across education, health and care. EHC plans set out how services will work together to meet the child's needs. EHC plans will identify the provision that should be available from both the Education and Health Service to meet the child's needs.

Parental and child involvement will be central to this planning.

HOW WILL I KNOW HOW MY CHILD IS DOING? HOW WILL YOU HELP ME TO SUPPORT MY CHILD?

At Silverdale we believe that 'parents are partners' and are essential to ensuring good progress for your child. For this relationship to be successful, good communication is important.

SLT and Class Teachers are out on the playground every morning and evening for parents to approach and discuss their child, or for parents to book an additional meeting.

In addition parents are invited into school for Class Assemblies to celebrate children's achievements at regular intervals throughout the year. In the EYFS Classes, parents are invited into school on a regular basis to share in their child's learning.

Parents' Consultation Meetings

We offer two formal parents' evenings per year where children's progress and development are discussed, and links made to the national age-related expectations as well as to the next steps that your child should be taking. In addition, your child's social and emotional development will also be discussed at this meeting to ensure the development of the 'whole child'. In addition at these meetings, we provide parents with resources to support their child at home with particular targets.

Parent Courses

We understand that it is sometimes difficult to support your child at home with their learning. For this reason, throughout the year we offer courses/meetings for parents to develop their knowledge of school and teaching and learning.

Written Reports

At the end of each year, prior to parents' evening, all parents are provided with a full written report

Annual Reviews of EHC Plans and ANP

These meetings are between parents and members of the SEND Team and offer parents the opportunity to review the children's targets and discuss how well they are doing as well as any areas for development. These meetings also offer parents the opportunity to gain further advice and support.

OPEN for Parents

Our OPEN for Parents Practitioner is Lisa Gentry and she is available via telephone to offer advice and guidance to parents.

Transition Meetings

We offer the opportunity for parents to meet with a child's new class teacher in advance of September or starting at Silverdale. This meeting would focus on transition and the provision to ensure that the child makes a strong start within a new class.

Meetings with professionals

On occasions, where a child is working with a specialist provision e.g. Speech and Language / Occupational Therapy, it may be the case that parents are invited to observe some of the therapy sessions. Parents would then be provided with resources to support their child at home.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

We are an inclusive Academy that welcomes and celebrates diversity. We place an emphasis on the development of the whole child and therefore pastoral care is a focus for the entire staff as well as the THRIVE Team. Class Teachers hold overall responsibility for the wellbeing of the pupils in their care and therefore if further support is required, they will then liaise with the SENCo. Prescription medicine can be administered in school with signed parental permission and a completed information proforma (available from the office). We have a large number of nominated First Aiders in school, holding both First Aid at Work as well as Paediatric First Aid. If your child has a significant medical need, you will need to speak to Mr Diss (Vice Principal) to discuss and if necessary, to draw up a Health Care Plan.

We believe that the development of children's self-esteem is crucial to their emotional well-being and academic progress.

At Silverdale we have a caring and understanding team who demonstrate a commitment to the children in their care. We offer a range of different support mechanisms to ensure the well-being of the children in our care. These are as follows:

- Lunch and Break time Nurture Groups across both Key Stages
- Social Skills Groups
- Anger Management / Emotional Management Groups
- Friendship Groups
- Structured playtime and lunchtime in THRIVE which support children in developing their social skills
- Forest Schools to support all children in developing a range of skills

In addition, we link with the following organisations to further support children's wellbeing:

- Education, Support, Behaviour and Attendance Service (ESBAS) and the Anti-bullying Service. These organisations offer both behaviour support as well as support for managing emotions and friendships.
- Flexible Learning Provision (FLP). The FLP offer behaviour support for key children and on occasions also offer dual registration placements.

WHAT SPECIALIST SERVICES ARE AVAILABLE OR ACCESSED BY THE ACADEMY?

- Curriculum adaptations/differentiation
- Support for behaviour
- Support for health needs
- 1:1 support / small group support
- School Nurse
- Trained Teaching Assistants in Speech and Language support
- Teaching Assistants to support pastoral work
- Lunchtime / playtime clubs
- Support for Communication needs – HSA Speech and Language Therapist, Speech Link and Language Link interventions.
- Makaton signing where needed
- Trained Teaching Assistants in Dyslexia
- Open for Parents Practitioner
- Designated LAC (Looked After Children) Teacher

If needed we will ask for support from outside agencies, for example;

- Language and Learning support service
- ASD service
- Early Years Teaching Support
- Early Years Behaviour Support
- Health Visitors
- Children's Centre Keyworkers
- ESBAS
- CAMHS
- Counselling services – Butterflies / Dragonflies
- Children's Integrated Therapy Service – Speech and Language / Occupational Therapy / Service for Children with Sensory Difficulties
- Children's Services
- TEALS
- Education Welfare, Behaviour and Equalities Service
- Community Paediatrician
- Physiotherapy
- Educations Futures Trust (EFT)
- Family Health Support Team
- Visual Impairment Service
- Hearing Impairment Service
- Targeted Youth Support (TYS)
- Educational Psychology Service (EPS)
- Flexible Learning Provision (FLP)

WHAT TRAINING ARE STAFF SUPPORTING CHILDREN WITH SEND HAVING?

The SENCo holds the national SENCO Accreditation. All of our staff have thorough induction when starting employment at Silverdale. We identify training needs on an ongoing and individual basis. The following training is also in place across the Academy:

- Jump Ahead
- Speech and Language Basic Training
- ASD training
- ASD Accreditation
- Sensory Circuits
- Positive Handling – MAPA training
- Dyslexia Accreditation
- Speech and Language Accreditation

HOW ACCESSIBLE IS THE ACADEMY?

- Most of the school site is fully wheelchair accessible with wide corridors and doorways.
- We have some disabled toilets that are large enough to accommodate changing suitable for wheelchair users. There are two lifts to access the first floor in both KS1 and KS2.
- Visual timetables are used in all classrooms. A high focus is placed on the visual environment and ensuring that visual cues are used at every opportunity.
- Pre teaching vocabulary structures are used throughout the school
- Communicate in print symbols are used throughout the school
- We are a Dyslexia Friendly school and ensure that the learning environment is fully accessible and inclusive for all learners.
- We have access to support available to assist in supporting families for whom English is an Additional Language. For example, TEALS can support when attending meetings and with completing forms as well as with translating letters/ newsletters into other languages.

HOW WILL THE ACADEMY SUPPORT MY CHILD TO TRANSITION IN AND OUT OF THE ACADEMY?

Silverdale understands the importance of high quality transitions at all stages of education. Careful consideration is given to preparing pupils with SEN for all transition at all stages. We run an extensive transition programme from Nursery to Year 7 to ensure that our children get as much support to manage change as possible.

When children start at Silverdale, initial contact is made with the previous setting and with the parents, as soon as we are notified that a pupil is transferring into our school. Information is then gathered by members of the THRIVE/SEND Team to ensure that we are able to support the child as fully as possible when they start with us.

Transition visits are offered to new pupils at various different times of the day to ensure that the child gets a feel for daily life in school.

In addition, when pupils are changing classes or moving to another school, teachers liaise together with parents and carers, to share information and prepare the pupil in advance of the move. This would involve some or all of the following mechanisms:

- Transition visits
- Visual photo books
- Social Stories
- Visits by a key adult
- Thorough information sharing

For children in Year 6, the transfer options are explained carefully to parents and carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the THRIVE/SEND Team will pay particular attention to preparing pupils with SEN for transfer to secondary school, addressing both the learning and well-being concerns that may arise. In addition, members of staff from the new school will be invited to attend any Annual Reviews that may occur to discuss the progress and development of the young person.

HOW ARE THE ACADEMY'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

The SEN budget is managed by the Principal and Finance Officer. The Finance Committee meet regularly to monitor the spending of SEN funds and the Governing Body are kept informed of funding decisions. The Principal and Finance Officer work in conjunction with the SENCo to ensure that funds are allocated to meet the needs of children with SEN.

SEND monies are clearly identified in the budget and tailored to the needs of the children. The Academy has a flexible approach to ensure that all the children's needs are met e.g. for short periods of time it may be that a child needs a higher level of funding but later may require less funding.

Resources are requested and ordered as necessary to support each pupil's learning. As the needs of every child are different, there is a need to be flexible with the funding to ensure that, where required specialist resources are bought or delivered.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

Each child is assessed individually in line with the SEN Code of Practice. From these assessments a personalised programme of support will be developed tailored to meet each child's needs. Additional assessments from outside agencies may help us to decide on the appropriate support and resources required.

Children's progress will be discussed on a termly basis at a Multi-Agency meeting. In addition, regular review meetings with all the staff who work with your child are organised to discuss your child's progress and any additional help that they may need. Some pupils will have an Additional Needs Plan and these will be reviewed with parents and carers, three times per year. Pupil Progress Meetings are held six times per year with the Senior Leadership Team including the SENCo. At these meetings the progress of all children is discussed and allocated support for each child is discussed and analysed for impact. From these meetings, further support will be allocated.

If parents or carers have any concerns or suggestions about their child's Special Educational Needs, they should contact the following people in school:

- Class Teacher
- Year Group Lead Teacher
- Pupil Premium Champion
 - SENCo
 - Principal

WHO CAN PARENTS CONTACT FOR FURTHER INFORMATION?

- SENCo – Mrs J Gillespie
- Assistant SENCo – Ms K Gray
- Pupil Premium Champion – Mr J Diss
- Principal – Mr J Morris
- School Website – www.silverdaleprimaryacademy.org.uk
- School Office 01424 448100