

Policy title	SEND INFO Report
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Special Educational Needs Information Report

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the academy provide for?

We are a primary academy and we admit pupils aged 4 to 11 years.

We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Children and young people with any of these needs can be included within our academy community. Whilst these four categories broadly identify the primary areas of need for children and young people, our academy will consider the needs of the whole child or young person and not just their special educational needs.

If you want a place at our academy for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

2. Which staff will support my child, and what training have they had?

Mel Plummer - Speech & Language Assistant, Makaton trained

Deb Denny - Lead Nurture Practitioner, Sensory Circuits and Jump Ahead **and Thrive** trained

Cheryl Dobinson - Dyslexia Intervention TA, Nesy training, Precision teaching training

Rose Hawkins - Nurture Practitioner, Lunchtime Nurture Group, Braille trained, Makaton, Thrive trained

Saiqa Khan - Speech & Language Assistant, Lunchtime Nurture Group, Makaton

Lavender Brown - SEMH Teaching Assistant

SEND Learning Support Staff with specific SEND training:

Sarah Jones, Layla Trunchion, Becky Faulkner, Lucy Elliot, Zara Greaves, Michelle Hart.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Jackie Gillespie.

She has 11 years experience in this role and has worked as a class teacher from Year 1 through to Year 6 and led subjects in PE, Maths, English and Science. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2002.

She has trained in Autistic Spectrum Condition, Attachment Disorder, Attention Deficit Hyperactivity Disorder, Sensory Processing Disorder and Level 3 Dyslexia accredited. Furthermore, Jackie has training in a range of SEND coordination courses, she is the mental health lead and responsible for Children Looked After for which she also has a Youth Mental Health First Aid Certificate and Virtual Schools training. She is currently a Designated Safeguarding Lead. She is allocated 5 full days a week to manage SEND provision.

Assistant SENCO

Our assistant SENCO is Kirsty Gray.

She has 9 years experience in this role and have also worked as a Speech and Language Assistant, an individual Needs Assistant and a Forest School Assistant.

She has undergone Autistic Spectrum Condition, Sensory Processing Disorder, Makaton/Thrive training and a number of therapeutic courses including Yoga, Aquatherapy, Art and Play Therapy training.

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. Out staff had been trained by ISEND CLASS in Speech and Language Difficulties, ASD and Dyslexia. In addition they have a range of specific training in Phonics, Precision Teaching, De-escalation dialogue, Thrive and Attachment Disorder. Many staff have taken part in specific training relevant to their individual roles.

Teaching assistants (TAs)

We have a team of 21 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have 8 teaching assistants who are trained to deliver interventions such as Catch Up Numeracy, Catch Up Literacy, Phonics, Precision Teaching, First Class in Number, Nesy, Jump Ahead, Sensory Circuits and Thrive.

In the last academic year, TAs have been trained in Dyslexia, Attachment and Retrieval.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists CITES
- Educational psychologists Tracey Atkins
- Occupational therapists
- GPs or paediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
Dragonflies, EFT, ESBAS, ISEND EYFS, Hastings Opportunity Area

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Jackie Gillespie, who will be in touch to discuss your concerns.

**You can also contact the SENCO directly
01424 448100**

j.gillespie@silveerprimaryacademy.org.uk

We will observe your child in the school environment and may carry out some additional assessment to establish areas of need.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together with your child's class teacher, we will begin the Graduated Approach APDR.

We will make a note of what's been discussed and add this to your child's record.

Following the outcomes of the APDR cycle, assessment outcomes and in some cases, advice from other professionals, we will put your child on the SEND register as requiring SEND Support.

4. How will the academy know if my child needs SEND support?

We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our academy will assess each pupil's current skills and level of attainment on entry to the academy. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age, However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

Where it is decided to provide pupil with SEND support, the decision will be recorded in academy records and we will formally notify parents. We are required to make data on the level and types of SEND in the academy available to the Local Authority. This data, which is collected through the School Census, is also required to produce the national SEND information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based Additional Needs Plan is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEND needs of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the academy to meet the child or young person's SEND. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

5. How will the academy measure my child's progress?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. (APDR)



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you at two formal Parent Consultations a year; as well as at APDR meetings at least three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO will also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Email or call the SENCo or the Office to arrange a discussion with either the SENCo or Class Teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Use age appropriate Pupil Voice

8. How will the academy adapt its teaching for my child?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when your child needs more support than peers to independently access the curriculum or needs more specialised adjustments to their learning.
- Teaching assistants will support pupils in small groups when this is deemed appropriate to enable pupils to access, pre-learn or consolidate aspects of their learning.

We may also provide the following interventions:

Catch Up Numeracy, Catch Up Literacy, Phonics, Precision Teaching, First Class in Number, Nessy, Jump Ahead, Sensory Circuits and Thrive.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Visual Instructions Social stories Sensory breaks/Movement breaks SULP Programme Transition Support

	Speech and language difficulties	Speech and language targets set Termly cycle of intervention either group or 1:1 as appropriate Resourcing if required in class and at home
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Visual Resources Small group work Adapted Resources Extra time Broken down tasks IT Programmes e.g. Nessy , Clicker 7
	Moderate learning difficulties	Use of laptop and IT programmes as required
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workspace Adapted Timetable for unstructured times of the day Wobble Cushion Learning breaks Movement breaks Calm box Worry Box
	Adverse childhood experiences and/or mental health issues	Thrive Nurture Little Lunch support SEMH TA
Sensory and/or physical	Hearing impairment	Support with IT in class Integrated use of Radio Aid/HI resources to support full interaction and access Makaton Adjustments to school environment
	Visual impairment	Limiting classroom displays

	Multi-sensory impairment	Support with IT in class Braille Touch typing Adapted environment as appropriate
	Physical impairment	See Access Policy

These interventions are part of our contribution to East Sussex’s local offer.

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at the end of each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the academy make sure my child is included in activities alongside pupils who don’t have SEND?

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

All pupils are encouraged to go on our academy trips, including our residential trip in Year 6 to PGL.

All pupils are encouraged to take part in sports day, academy performances, extra-curricular activities, educational visits and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the academy make sure the admissions process is fair for pupils with SEND or a disability?

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website [here](#)

13. How does the academy support pupils with disabilities?

The University of Brighton Academies Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its Policy for Supporting students and pupils with medical conditions.

Our academy's Accessibility Plan is available on our website.
[sil-policy-d19-accessibility-plan.pdf \(finalsite.net\)](#)

- It covers how we will:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

14. How will the academy support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the academy Pupil Parliament
- Pupils with SEN are also encouraged to be part of Thrive and Lunchtime Nurture to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN including carrying out Time to Talk sessions and Pupil Voice in 1:1 or group sessions
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We respond immediately to prevent bullying in the academy

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

Transition to EYFS

Silverdale begin communication with nurseries at the earliest possibility. Visits are carried out to build relationships with new pupils with additional needs who might find the transition difficult. Silverdale work with ISEND Early Years before the pupil arrives in EYFS, to ensure that provision is in place and new parents know key staff at Silverdale prior to their child's start in EYFS. Visits to the school setting are available to all pupils but additional sessions will be organised for pupils with SEND. These pupils are provided with a Social Story, if beneficial, so that they can remember Silverdale EYFS through the Summer holiday. All pupils attend a Teddy Bears Picnic in the Summer Term prior to their start, enabling parents to network, see the EYFS environment and meet the school staff. All pupils have a 1:1 meeting with their new class teacher and TA in the first week of term before starting school with their classmates. Children have a staggered start ensuring that class sizes begin small and children become accustomed to their surrounding in smaller groups first.

Year to Year Transition

Where relevant, transition meetings for parents of pupils with SEND, the SENCo and new class teachers are conducted in Term 6. This gives an opportunity to share worries and ask questions about the new school year for their child. Pupils are provided with numerous opportunities to visit their new class teacher and classroom. Many children will have extra time getting to know their teacher and all pupils have a transition morning in their new classrooms with new staff. Pupils with additional needs will be provided with a Social Story to refer to over the summer holiday in preparation for the return to their new year group.

Secondary School Transition

Silverdale offer support and advice to parents of children with SEND when faced with decisions about Secondary school choices for their child. We provide a range of questions for Parents to take to Secondary school SENCOs and staff around provision for their child's individual and specific needs. In the final two terms of Primary School we support with opportunities to visit their Secondary School. We follow the Moving Up programme within our Year 6 classrooms. There are specific groups in our Thrive room to support basic skills including personal care, healthy diet and the Social Use of Language programme, to help children to build basic skills, independence and resilience for the transition to Year 7. Where possible, we provide additional opportunities for liaison between parents and SENCO with their Secondary school. Previous Silverdale parents of pupils with SEND in Year 7, are invited to talk to Year 6 parents of pupils with SEND about their experience of transition to Secondary School.

The SENCO of the secondary academy will come into our academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

16. What support is in place for looked-after and previously looked-after children with SEND?

Jackie Gillespie, Designated Lead for Children Looked After will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP) and we will work with Virtual Schools for additional support and input. We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEN provision in our academy should be made to the SENCO or Principal in the first instance. They will then be referred to the Trust Complaints policy.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

<https://localoffer.eastsussex.gov.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen [here](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages