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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 SEN does the academy provide for?

Our academy provides for pupils with the following needs:

AREA OF NEED CONDITION

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum 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 impairments
	Multi-sensory impairments
	Physical impairment



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

Our special educational needs co-ordinator, or SENCO is Mrs Charley Barr

She has [6 months] experience in this role and has worked as [a Special needs teacher for 10 years at a special needs school. She is a qualified teacher.

She is working towards achieving the National Award in Special Educational Needs Co-ordination.

Charley Barr has previously worked at Manor Green Primary where she completed her level 2 in Makaton, Level 3 in Autism, Teaching in Special Ed NVQ, Play therapy and the brain, Rebound therapy, Understanding PDA, Understanding ADHD, PECS training, Social story and comic strip conversation training, NPQSL She is allocated 4 days a week a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Charley Barr has developed a training program where we have looked at Makaton within schools, Understanding Autism, Understanding ADHD, the SEN classroom

Teaching assistants (TAs)

We have a team of 10 TAs, including [2] higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 2 teaching assistants who are trained to deliver interventions such as Occupational Therapy and Speech and Language.

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 SEN and to support their families. These include:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

Thrive

Thoughtful

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services and other LA-provided support services

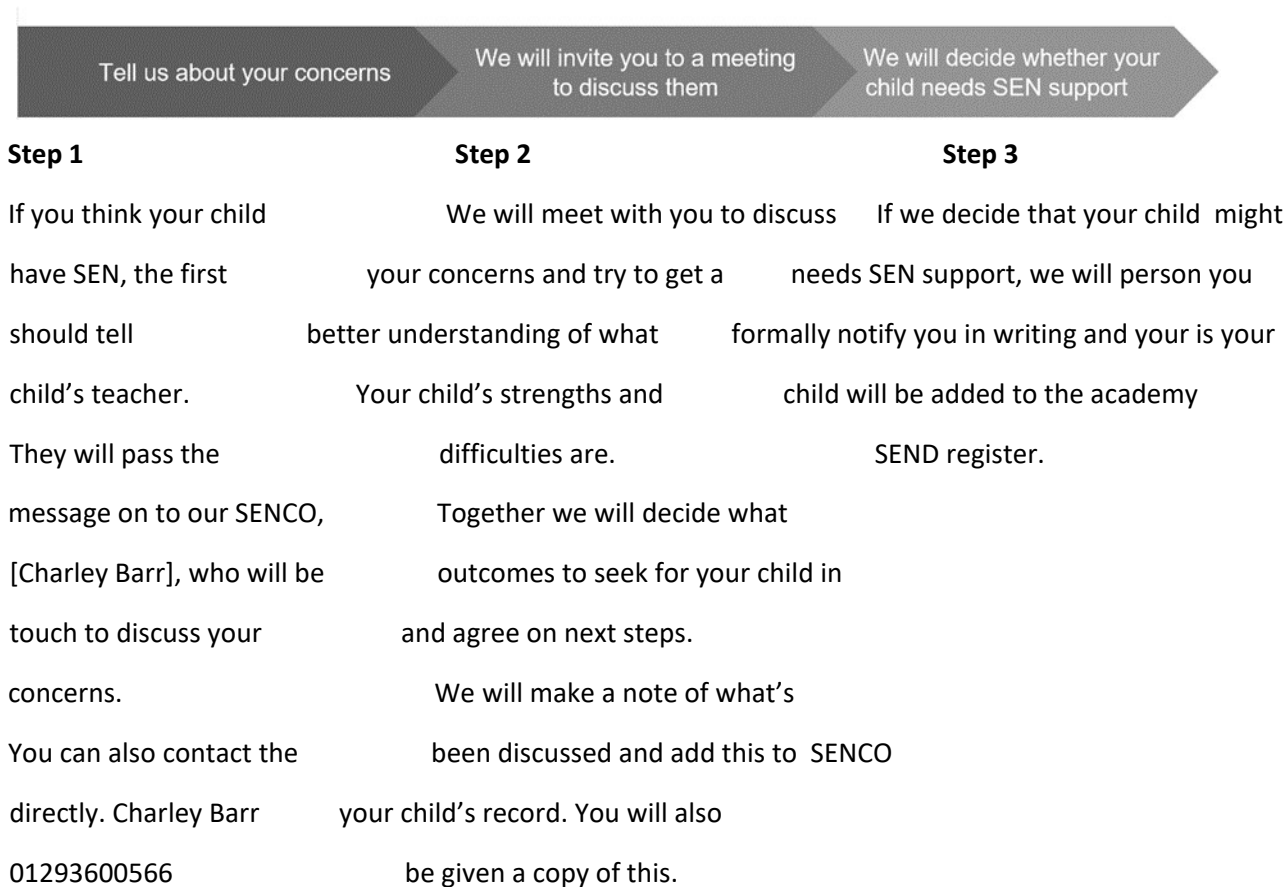
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3. What should I do if I think my child has SEN?



To summarise:

1. Email the SENDCo , Charley Barr and let her know your concerns c.barr@desmondandersonprimaryacademy.org.uk OR,
2. You could let your child's class teacher know via ClassDojo or through a discussion with the teacher. If you need to meet with the teacher, send a message via ClassDojo OR,
3. Phone the school office (01293525596) and leave a message for the SENDCo to call you back to make an appointment.
4. The SENDCo will then invite you to a meeting to discuss your concerns after she has met with the class teacher or observed your child and gathered some information.
5. At this meeting you will both agree some actions, example: - the child will have more support in class with an adult
 - a support plan will be put in place
 - reward charts/ behaviour plans in place
 - a referral will be made, etc

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6. The SENDCo will agree possible dates for when the referral may be made

7. The SENDCo will meet with you with any new updates from referrals or school observations as to the progress.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work or social communication.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

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

Explain your academy's approach here. Insert details about how your academy assesses and reviews pupils' progress. Please note, the below are suggestions only.

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.



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 termly reports on your child's progress although ILPs will be updated and sent home termly

Your child's class/form teacher will meet you 3 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 may 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. Parents use class DOJO to contact teachers and the SENCO. The SENCO is connected to all class dojo

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

- Prepare a presentation, written statement, video, drawing, etc.

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Discuss their views with a member of staff who can act as a representative during the meeting Complete a survey

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

All leaders plan an ambitious curriculum in line with the National Curriculum for all it’s pupils. The expectation is that all the children must access this curriculum. Children with SEN will have their work scaffolded for them. This may include working with another adult, working in a small group, 1:1 support, using extra resources to access the work eg cubes or number lines in maths, pictures or writing frames in English, pre-teaching of the lesson or extra interventions after the lessons.

The academy’s accessibility plan ensures that all children can access the building to get to their class comfortably for their instructions. Once in class, children are identified if they have a need and the school SENCO will assist and support in identifying the right form of support. This could be internal support or use of external agencies.

Your child’s teacher/s is/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 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 working on specific interventions or therapy’s.
- Teaching assistants will support pupils in small groups when working in class and one specific interventions

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Schedules Comic strip conversations

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Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia, ADHD, ASD, PDA	Writing slope Grip pencils Coloured overlays TEACCH approach
Social, emotional and mental health	ADD ADHD	Quiet workstation TEACCH approach
	Adverse childhood experiences and/or mental health issues	Nurture groups Thrive
		Thoughtful
Sensory and/or physical	Physical impairment	Accessibility areas Hoist in changing area Specific places for feeds

These interventions are part of our contribution to West 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 after each half 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?

Explain your academy's approach here. Describe your funding arrangements and the process for securing staffing time, equipment and facilities to support pupils with SEND.

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

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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(s)

All pupils are encouraged to take part in sports day/academy plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN 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 SEN 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?

Children with disabilities have a health care plan that is written with medical professionals as well as the parent and school staff.

With a physical disability, extra staff are employed to support the child

The grounds are clearly marked to enable children with a visual impairment to move around the site safely.

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 council

Pupils with SEN are also encouraged to be part of any club run by the academy to promote teamwork/building friendships

We provide extra pastoral support for listening to the views of pupils with SEN which is done by the pupil welfare officer

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We run a lunch time chillout zone for children who want a quiet space at lunchtime

We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy. See our Anti Bullying Policy

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

Between years

To help pupils with SEND be prepared for a new academy year we:

Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed with the schools SENCO

Pupils ILPs to be updated in May half term to be ready to go to new class in September. Rereviewed in October half term.

Transition plans are in place with transition books for child

Schedule lessons with the incoming teacher towards the end of the summer term Between schools

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting. We will then create a transition plan with the new SENCO, class teacher, parent and current SENCO to discuss all needs. Child will be given a transition book and extra sessions at the new school can be put in to place.

Between phases (for primary academies)

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.

Pupils will be prepared for the transition by:

Practising with a secondary academy timetable

Learning how to get organised independently

Plugging any gaps in knowledge

Transition plans are in place with transition books for child

Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed with the schools SENCO

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

Charley Barr is our SENCO and Designated teacher for LAC, She works with external agencies and classes to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our academy should be made to the Managey Powys in the first instance. They will then be referred to the Trust Complaints policy which can be seen here

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 SEN 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. Details of how to contact this service can be seen here

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 West Sussex local offer. West Sussex Local Authority publishes information about the local offer on their website:

<https://westsussex.local-offer.org/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://westsussex.local-offer.org/services/7-sendias-special-educational-needs-and-disabilities-information-adviceand-support-service>

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

IPSEA

SEND family support

NSPCC

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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 academy's 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



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