

SEND Information Report

2024-2025

Acting Executive Principal: Mr Jamie MacIntyre

Principal: Mr Andy Stirland

Special Educational Needs and Disability Coordinator:

Mrs Claire Stirland

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A Message from the Acting CEO and Trustee with Responsibility for SEND

As stated in the SEND policy, we aim for all children to thrive and be independent. This includes children with SEND. Although children will have differing levels of independence, the policy is designed to enable class teachers to provide an inclusive education for pupils with SEND and put in place the provision for children to access learning at their level.

Finally, teachers' expectations of children with SEND should be equally as high as for the rest of the children in school. In most cases, having special educational needs should not be a barrier for high pupil achievement and fulfilling future ambitions in life.

S. Trentini (Chair of Trustees)

J. MacIntyre (Acting CEO)

The Forge Trust's Definition of SEND



Ambition:

To prepare children for the next phase of their education through effective differentiation as part of quality first teaching

Our Ultimate Goal:

To help children to be independent

Our definition of children on the SEND register:

Children that need:

'additional to' and 'different from' support

Provision of Special Educational Needs

At The Python Hill Academy, we believe that all children, including those with Special Educational Needs (SEN), should be encouraged and expected to achieve the best that they can, in all that they undertake to help them to reach their full potential. We believe that this is best done in a supportive, caring context where children feel happy and safe.

In Sept 2024, 21 children in F/KS1 and 16 children in KS2 were on the SEN Register. This means that 11.85% of pupils classed as having Special Educational Needs and /or a disability.

Input Overview

Year Group	Cognition & Learning	Communication & Interaction	Sensory & Physical (& Medical)	Social, Emotional, Mental Health	Total and %
Foundation 1	0	2	0	0	2/11 = 18.18%
Foundation 2	0	6	1	0	7/46 = 15.21%
Year 1	0	6	0	1	7/35 = 20%
Year 2	1	3	1	0	5/43 = 11.62%
Year 3	0	3	0	1	4/34 = 11.76%
Year 4	1	0	1	0	2/48 = 4.16%
Year 5	3	3	1	1	8/47 = 17.02%
Year 6	1	1	0	0	2/48 = 4.16%
Total	5/37 = 13.51%	24/37 = 64.86%	4/37 = 10.81%	3/37 = 8.10%	37/312 = 11.85%

Identification of Pupils with SEND (we follow The Forge Trust's Policy)

STAGE 1

All pupils receive **quality first teaching** and academic needs are met through differentiated learning opportunities. Learning behaviour is good.

STAGE 2

- Teacher identifies a concern with a child: they could be making poor academic progress or evidencing concerning behaviours.
- When needs have been identified (and children have a diagnosis if necessary) the SEND Coordinator and class teacher meet with parents/carers.
- Wave 2 and/ or Wave 3 interventions take place, and a period of monitoring begins.

STAGE 3

- Teacher meets with SEND Coordinator and has a professional conversation about the child in question.
- GL Assessment Toolkit is discussed, and the relevant assessment tools are used by the teachers on the child to identify specific learning difficulties e.g. dyslexia screening tool to identify dyslexia

STAGE 4

At this stage if a need has been identified, the pupil's name is added to the academy SEND Register and/or Vulnerable Pupil list.

STAGE 5

Teaching is personalised to accommodate the child's needs.

Teachers consider what is '**Additional to and different from**' for each child with SEND.

Note: Paediatricians can make a medical diagnosis and recommend specific actions for schools to consider. School leaders will always engage with these health care professionals, but ultimately, we are trained to make educational decisions regarding each child. For example, whether a child needs 1:1 support.

The Code of Practice 2014 says that a young person has special educational needs if they have a learning difficulty or disability that means that they need additional support in school to carry out the same activities as other children their age.

Our SEN policy and our practice have been created alongside the Code of Practice 2014, the SEN and disability Act (amended 2001), Index for Inclusion the Equality Act (2010), as has the Accessibility Policy.

Raising a Concern

Please see your **child's class teacher**. He/she will monitor the concern and ask for advice from Mrs McIlwrath if necessary.



Mrs McIlwrath and the class teacher will be able to talk with all people who have contact with the child and decide the best course of action.

- Teacher observations.
- Tracking of progress using either Early Learning Goals (ELG) for children in Foundation Stage or National Curriculum for children in Key stage 1 and 2;
- Using standardised tests (PIVATS, Dyslexia Screening Tools and Boxall Profiles, Salford reading test).



If the concern remains, support from **external support agencies** will be made through-

- Termly 'Springboard' meetings.
- Early Help Assessment Framework.
- Multi-Agency Safeguarding Hub.

Parents are involved in all we do

When children arrive from other schools the SENDCo ensures that any SEND records and assessments are shared with the new teacher and teaching assistant. Where necessary, further assessment is carried out.

Assessment

We follow the trust's policy regarding assessment:

- a. Where appropriate, the attainment of all pupils across the Trust is assessed using NFER (Year 1, Years 3,4,5) or SATs test papers (Years 2 and 6) designed for their year group.
 - b. Before each assessment week, a discussion will be had between the class teacher and SEND Coordinator about whether it is appropriate for a SEND pupil to take the tests. In most cases, it will be appropriate.
 - c. If a pupil's score means that they are assessed as 'B' (or if they do not take the paper) then they are to be assessed and attainment tracked against the small steps statements on the appropriate B-Squared year group or progression steps.
 - d. A pupil's B-Squared percentages are updated regularly and will, as a minimum, be reported termly by staff as part of pupil progress meetings where discussions will be had around whether or not good progress has been made.
 - e. Successes, targets and next steps are shared with parents of SEND pupils termly as a minimum.
 - f. At the end of the academic year, SEND pupils in FS2, Year 2 and Year 6 who are working significantly below the standards expected for their year group, will be assessed appropriately e.g. using the Pre-Key Stage Standards.
- GL Assessment Toolkit. This includes:
 - Wellcome Early Years Toolkit (speech and language screening tool 6 months-6 years).
 - BPVS-British Picture Vocabulary Scale (assesses vocabulary 3-16 years);
 - Dyscalculia Screener (difficulty in understanding numbers);
 - The Rapid 4-15+ COPS 4-7 and LASS 8-11 (dyslexia screening tool).

We also use the following tools:

- Dyslexia Screener.
- BSquared.
- Boxall Profile.
- Motional
- Salford Reading test.
- Schonelle.
- Sensory checklist.
- Environmental Audit.
- AET Autism Progression Framework.
- Autism indicator checklist.
- ADHD indicator checklist.
- Language development checklist.

Effectiveness of Provision

The SENDCo at The Sir Donald Bailey Academy works closely with a range of support services in Nottinghamshire and colleagues within the trust. This enables us to call upon to advise, support and train on SEND to ensure effective support and provision.

In our school we work with the following agencies:

- Schools and Families Support Service.
- Occupational Therapy.
- Physiotherapy.
- Primary Social and Emotional Development team.
- Education Psychology Service.
- Physical Disability Support Service.
- Specialist teachers for sensory impairments.
- CAMHS & MHST.
- Targeted Support.
- Children's Bereavement Centre.
- Early Help Unit.
- CASY Counselling.
- The Family Service.
- The Children's Centre.
- Children's Social Care.
- Health (school nurse, community paediatricians, epilepsy, and diabetic specialists).
- SBAP (Sherwood Behaviour Attendance Partnership).

Other Schools and Colleges

Schools in Nottinghamshire are grouped together in what we call 'families' of schools. The Python Hill Academy is part of the Joseph Whitaker Family of Schools and Mrs Stirland works closely with Mrs Sally Morgan who is the Joseph Whitaker Family SENDCo. The aim of the Family of School network is to:

- Secure successful transition.
- Develop links across subjects.
- Plan training events for staff.
- Share expertise and good practice.
- Ensure that there is moderation across the family in terms of funding for children with SEND.

The SENDCo is also responsible for reporting to the Principal, SEND Trust Leader and SEND Trustee each term on the progress the children have made. Training issues that have been identified or completed are also reported.

Mrs Stirland oversees the management of teaching assistants in school, and they meet regularly to discuss new developments, training opportunities or issues that may have arisen. This is overseen by Mr Stirland who is the Principal at The Python Hill Academy.

Working with Parents

Communicating with parents is essential, as a team around the child is better placed to provide support and encouragement than an individual.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carer at all stages. We encourage parents to make an active contribution to their child's education.

This is done by a number of ways.

- Home/school diaries.
- Meet and greet before and after school.
- Termly review meetings.
- Telephone/text contact.
- Termly parent consultation meetings with the class teacher.
- On Class Dojo.

Inclusion of all Pupils

When planning units of work, all teachers plan work with the individual children in mind. The class teacher's planning is evaluated each half term and feedback is given. A work scrutiny takes place at least every term to assess the learning that is taking place.

All children are assessed formally (every 6/7 weeks) and informally (lesson by lesson) and this provides the school with detailed information on progress and attainment.

The school curriculum was regularly reviewed by the school leadership team to ensure that it promoted the inclusion of all pupils. This included learning outside the classroom. **All** pupils were encouraged to participate in the school residential programmes.

All pupils at The Python Hill Academy take part in personal social and emotional lessons. As a school we follow the trust values which are: team player, work ethic, ambition, respect, discipline, and mentality. These values are incorporated into weekly assemblies as well as class activities.

Support for SEND Pupils within School

The Principal and SENDCo have the responsibility for deployment of staff and allocation of resources.

If any member of staff or parent is worried or has a concern about a pupil/their child, a class-based support plan will be created by the class teacher and SENDCo.

The deployment of teaching assistants will be decided by the Principal and SENDCo and will be flexible and altered accordingly, responding to the child's need.

If a child is classed as having a SEND, then school will be able to provide support through the following ways:

School budget

Children with SEND are catered for within the school budget (GAG)



Family of schools - Additional Needs

This level of funding is decided by the family of schools whether it is high (approx. £6,500), medium (£4,000) or low (£2,000) per term. This is in addition to the money from the school budget. This year, since April 2023, 5 pupils received money from the family.



Local Authority – High Level Needs

For children with more complex and severe needs, school can access further funding. A decision about this funding is the responsibility of the local authority. This year, 0 pupil's received high level needs funding support.

Pupil Voice

At The Python Hill Academy, **all** pupils are encouraged to take part in school life. The school council meet each half term to decide on any issues and pupils with SEND are often chosen to represent their class.

Before each review meeting all pupils with SEND are consulted as to how they feel about school; what they enjoy and are good at and how we can support them in a way that is best for them.

We also carry out regular questionnaires with children to obtain their views.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or a member of the Senior Leadership Team who will be able to advise on formal procedures for complaint. A copy of the school's complaint procedure can be found on the school's website.

Links to Support Services

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo, who will then inform the child's parents.

The following services will be involved as and when necessary:

- Schools and Families Support Service.
- Occupational Therapy.
- Physiotherapy.
- Primary Social and Emotional Development team.
- Education Psychology Service.
- Physical Disability Support Service.
- Specialist teachers for sensory impairments.
- CAMHS (emotional health and well-being).
- The Early Help Unit.
- CASY Counselling.
- MHST (Mental Health Support Team).
- Children's Bereavement Centre.
- Early Help Unit.
- NBS (Neurodevelopmental Behaviour Support).
- Kings Mill Children's Centre.
- SAP (Sherwood Area Partnership).

- Health Families Team (HFT) (school nurse, community paediatricians, epilepsy and diabetic specialists).
- The Family Service.

Transition

Successful transition between key stages is fundamental in ensuring children settle happily and well into their new class.

In regard to pupils with SEND, individual 1:1 and group transition programmes were designed and implemented depending upon the children's varying needs. Additional transition visits were arranged for all pupils with SEND and included visits to the pupil's existing classroom prior to visits to the new classroom or school.

Pupils who transfer from other settings, both within the early years and from other settings, could have additional visits where appropriate. Additional visits by the SENDCo as well as extensive dialogue may occur with the previous setting if this is deemed appropriate during the transition. When year 6 children transferred to secondary education, additional visits were arranged, and parent meetings took place to allow for questions and concerns to be raised. The secondary SENDCo also visited and met the children.

Local offer

The Local Offer is part of the Special Educational Needs and Disability (SEND) reforms from the Children and Families Act 2014.

There are two main purposes for the Local Offer:

- to improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.
- that by working directly with families, children, and young people on developing the Local Offer, Local Authorities and Health partners can improve provision.

Nottinghamshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.

Schools have to provide a 'Local offer' report. This can be found on the local offer site and the school website.