

ARCHAEOLOGY ACADEMY



SEND Information Report September 2024

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Anchorsholme Academy

SEND Information Report September 2024

Special Educational Needs/Disability Coordinator: **Tina Foster**

Assistant SENDCO: **Jane Carter**

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This information is in line with the Code of Practice sections 6.79-6.83

More details can be found in the school's SEND Policy.

Our school's approach to supporting children with SEND.

The aim of every teacher at Anchorsholme Academy is to help all children realise their true potential in a happy and caring environment which caters for all their individual needs. The whole school approach to teaching pupils with SEND relies on a collective and shared responsibility. One major principle underpins this philosophy and that is that ALL the teachers at Anchorsholme Academy are teachers of pupils with Special Needs.

Supporting different types of SEND

Cognition and Learning: This is when children learn at a slower pace than their peers and may need additional support to help them to understand parts of the curriculum, to organise their thinking and develop their memory skills.

Communication and Interaction: This is when children have difficulties with their speech, language and communication skills. They may find it difficult to interact with others appropriately and may require some additional support.

Social, Emotional and Mental Health: Some children may have difficulties in managing their relationships with others, some may find it difficult to behave in an appropriate manner and some may have underlying mental health conditions that may require specialist support.

Sensory/Physical needs: Some children have hearing or sight impairments or another physical need that may require additional support or aids/equipment. At

Anchorsholme we strive to ensure that any child with a disability has full access to our curriculum.

Staff expertise and support from external agencies

The SENDCO and Assistant SENDCO both attend SENDCO clusters and network meetings for continued updates and Inclusion Team support/training. The SENDCO has completed the National SENDCO Award. All staff have the opportunities for SEND training, either during staff meetings, inset or online, from the Inclusion Team including developing an understanding of autism, dyslexia, anxiety and speech & language. The Graduated Approach is in place and all staff are trained in how to use the online Graduated Approach Toolkit as available on the Blackpool Local Offer <http://www.blackpool.gov.uk/localoffer>. Outside agencies, including CAMHS, PHMW, Early Help Resilience Practitioner, Blackpool Inclusion Team, Educational Psychologists, NHS Speech Therapists, Trust S&L therapist, private counselling, Occupational Therapist, school nurse and other specialist professionals are also used to assess and support specific children and to advise staff. As we are part of the Seaview Trust we also have the benefit of accessing a wide range of support from experts and professionals within the Trust.

Identifying and assessing pupils with SEND

At Anchorsholme Academy we adopt a Quality First teaching approach, in which teachers will make necessary adaptations to ensure they meet the needs of ALL children. This involves high quality planning for all, differentiation, engaging lessons, high levels of interaction, collaborative learning strategies, chunked learning, overlearning, scaffolding and ongoing assessment. If a teacher feels that a child needs additional support beyond what is being provided they will follow "The Graduated Approach" whereby they complete an initial observation and then communicate their First Concerns with the SENDCO. (The online Graduated Approach Toolkit is used for this). Following a process of observations, a period of monitoring assessments/progress, discussions with staff, discussions with the child and also with parents, the child may be recognised as having SEND in one or more of the categories outlined above. Additional provision is put into place as recorded on a provision map and individual education plan with specific, achievable targets. These targets are reviewed regularly and are shared with parents. For non-routine admissions, information will be sought from the parents and the previous school and standard tests in Maths and English using Star assessments will be administered to provide a baseline and inform the class teacher who can then plan accordingly. In accordance with the Equality Act 2010, ALL children's needs are met and we aim to ensure that NO child with SEND is treated less favourably than those without.

Consulting with parents

Anchorsholme Academy firmly believes in developing a strong partnership with all parents/carers to enable children to achieve their potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership. To enable children with SEND to receive the maximum benefit from the support they receive, close links will be fostered between the parent, the teacher, the SENDCO and any outside agency involved with the child to share information and make decisions. At review meetings with parents/carers we will try always to make sure that the child's strengths as well as difficulties are discussed. The child's voice is also always heard and valued. Where we make suggestions as to how parents/carers can help at home, these will be specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which targets will be monitored and reviewed.

Progressing towards outcomes

After assessment, the class teacher, SENDCO, parent and child all contribute towards the targets set on the personal education plan and these targets are aimed at providing clear and achievable goals for the child in order to make progress towards their intended outcomes. The outcomes will be achievable but will also be challenging and aspirational. The plan sets out what intervention the child will have in order to meet their needs and how this will be carried out. Interventions include (but are not limited to) Toe By Toe, Plus 1, IDL, Reciprocal reading, daily readers, Lightning Squad (reading intervention), phonics interventions, sensory circuits and lego therapy. Targets are reviewed at least termly in order to evaluate the impact of the interventions and to track the child's progress. This is known as an Assess-Plan-Do-Review cycle. The child's voice will always be heard in these reviews either through drawing, play, One Page Profile or 1-1 communication (depending on the child's needs and preferences).

Individual Healthcare Plans are written and maintained for all pupils with chronic illness or disabilities. This is done in conjunction with parents and, where necessary, the school nurse team.

Adaptations to the curriculum and learning environment

Resources are purchased to support needs as necessary e.g. sloping writing boards, pencil grips, ear defenders, wobble boards, SEND reading scheme (books with higher age appropriate content at lower reading ability level), games and activities to support: reading, writing, phonics, spelling, handwriting and maths, practical resources such as Numicon, fidget toys, dark room tents, sensory equipment such as weighted shoulder pads, weighted lap pads/cuddly toys or stretch suits, intervention programmes etc. Picture information and picture symbols for timetables are displayed and coloured acetate overlays, cream/yellow paper, enlarged fonts and magnifying overlays are also used to help some children read print more clearly. Teachers and TAs are signposted to relevant resources by the SENDCO/Assistant

SENDCO who in turn take advice from the Blackpool Inclusion Team advisors. Modern computer equipment/programmes is/are provided for children as needed such as; appropriate keyboards, screens and roller ball mouse controls for our younger or disabled pupils. In addition, interactive white boards are fitted in all classrooms, in the Mandarin classroom, staff room and in the IT suite. Specialist software, especially for writing skills, is used when appropriate and staff have been trained by the IT co-ordinator in the use of a variety of specialist IT programs e.g. Sym Writer and IDL. Sometimes, additional specialist equipment is loaned from the Inclusion team (eg additional listening devices, enlarged font reading books.) Sometimes, additional staff support is needed for 1-1 work or small group work and staff are directed as appropriate.

Physical adaptations: The whole school is on one ground floor level and there is easy access to the extensive outdoor grounds and all toilets (two of which have additional space, grab rails, safety pull and lower sink for wheelchair access). To further improve access to the school, a number of alterations to the building have been made in recent years e.g. ramps rather than steps to outside entrances/doorways and the corridors are wide enough for wheelchairs. We have a wheelchair in school for use as needed. An accessibility plan is included as an appendix in our school SEND Policy.

Inclusivity in activities

All pupils at Anchorsholme Academy share the right to a broad and balanced curriculum. This right applies to all pupils in school regardless of whether or not they are considered to have Special Educational Needs. Each pupil is given the opportunity to work at an appropriate level to be able to make progress. Curriculum development plans, schemes of work and classroom environments are closely aligned with the needs and individual programmes of study of pupils with SEND. Effective liaison between class teachers, the SENDCO and TAs/SSAs ensure this. The withdrawal of children from the classroom for SEND work is kept to a minimum, however, withdrawal on some occasions may be deemed necessary to enable individual tuition and support to be given. Counselling of a pupil or to provide brain or physical activity breaks are considered valid reasons for withdrawal. Emotional well being is taken seriously and children have the opportunity to speak privately with a member of the pastoral team as needed. Our learning mentors, Mrs Cheryl Spencer and Mrs Gilderdale, work closely with children with SEMH needs such as low mood, worries and anxiety. The team take guidance, advice and training from our close links with the Blackpool Primary Mental Health workers who consult with us. This often leads to additional support from the Children and Young Person Well-Being Practitioners. We also have weekly support from an Early Help Resilience Practitioner who works 1-1 with children with identified wellbeing concerns.

ALL children have access to extra-curricular activities, visiting speakers and theatre groups and educational/residential visits. Special transport is organised when needed and additional staff are used to support these activities. All children, when it

is safe to do so, are encouraged to participate. All children take part in Funky Friday which includes a variety of life skills clubs/activities which help children to prepare for adulthood and promote high aspirations.

Support with transition.

Parents and carers of new Reception children are invited to visit school prior to applying for a place, to look around and hear about the life and work of our school. We strongly encourage new parents to attend the Induction Evening in the Summer Term, prior to their children starting in Reception in September. The SENDCO is available on this evening to meet and discuss any concerns new parents may have. The school nurse is also normally present. The SENDCO also attends transition meetings with the child's nursery, if there are any difficulties or additional needs, which will need to be addressed in Reception. Any relevant Assess – Plan – Do – Review Cycle's or Education, Health & Care Plans will be acted on by the SENDCO and Class Teacher. The SENDCO liaises with the Blackpool Inclusion Team and the Early Years team to ensure that all information is gathered in advance of the child starting school. This allows for a smoother transition with needs met from the earliest opportunity.

During year 6, the staff arrange for pupils with SEND to have additional visits from the high school liaison teachers, the high school SENDCOs and the pastoral leaders. They also arrange additional visits for the children to go to their intended high school to become more comfortable and familiar with it. The school SENDCO and the high school SENDCO meet for a full and comprehensive handover of information of all children with SEND to ensure that their needs are met from the word go on transfer and to make the move as smooth as possible. All SEND records are given to the high school in the final weeks of the summer term. Within the final term, the Early Help resilience team work with a number of children who have SEND (including those with emotional needs) to ensure that they are ready for high school. This team continues to work with the children in year 7 to ensure a smooth and successful transition.

Complaints

Any parent who is unhappy with the SEND provision their child receives is encouraged to speak to the class teacher in the first instance. If the matter is not resolved, then parents are encouraged to contact the SENDCO, Mrs T Foster, for further support and advice. If the issues are not resolved then a meeting with the Head teacher, Mrs J Barr, must be made. If necessary, the Blackpool Inclusion team may be contacted for additional advice. We aim to resolve all issues within school where possible. If a parent needs additional representation to help them make their voice heard then SENDIASS can help.

Blackpool Local Offer website: <https://www.fyidirectory.co.uk/blackpool-local-offer>

Tina Foster SENDCO September 2024