

# ANCHORSHOLME ACADEMY

## TOGETHER WE ACHIEVE!



### **SEND School Offer 2024-2025**

At Anchorsholme Academy, we aim to ensure that *all* pupils have full and equal access to a broad, balanced, differentiated curriculum and realise their full potential in a happy and caring environment. The whole school approach to teaching pupils with special educational needs and disabilities is child centred and relies on a collective, collaborative and shared responsibility thereby ensuring that the children feel an integral part of their class and the school. *All* teachers at Anchorsholme Academy are teachers of pupils with SEND.

School is staffed so that in each phase there are a number of well-trained TAs to support pupils with additional needs and provide appropriate interventions in literacy and numeracy to promote progress and enhance learning. They may also provide pastoral guidance and nurture for those pupils with behavioural needs or problems around social and emotional wellbeing. Our Learning Mentors work closely with a number of children requiring more in depth emotional or behavioural support and we have a dedicated sensory room for children who need time and space to regulate. TAs work 1-1 with those pupils on EHC Plans who have complex needs. Speech, Language and Communication assessment and remedial programmes are provided by a qualified therapist commissioned privately by The Seaview Trust and we also take advice from the NHS Speech and Language service. Annual audits of resources and equipment are carried out by the SENDCO and appropriate items purchased to meet individual or year group needs. Arrangements are made for pupils with physical, hearing or visual impairments inline with recommendations from external specialists and advisory teachers to ensure they have accessibility to the curriculum. The school building is on one level with no steps. Wide corridors to allow accessibility for wheelchairs. Both teaching staff and TAs are trained and updated regularly with background information, approaches and strategies with regard to medical conditions, particularly those which directly affect learning e.g. dyslexia, dyspraxia, diabetes, epilepsy, speech, language and communication and mental health conditions. Opportunities are provided for staff to observe and learn from the valuable expertise of colleagues in the Seaview Trust schools, which includes special schools Park Academy, Torview and Valley College. The SENDCO observes lessons with the focus on a high quality of teaching and learning for SEND pupils and provides constructive feedback to staff on how to make reasonable and appropriate adaptations as needed.

Continuous assessment by teachers and termly formal assessments may indicate that a child has special educational needs. If this is the case, the teacher puts reasonable and appropriate intervention strategies in place and discusses the situation with the parents to

ascertain whether there have been concerns noted by them or other professionals. The SENDCos observe the pupil and build up a picture of his/her strengths and needs. Progress is carefully monitored and evidence recorded over the term. If there is no marked improvement, a meeting is arranged with the parents, teacher and SENDCo to begin a Graduated Approach, i.e. to place the child on the SEND register, complete the Barriers to Learning checklist, discuss strengths and weaknesses and set half termly targets which are shared and discussed with teacher, parents and pupil. A provision map will highlight areas of weakness, intervention strategies and the input from outside agencies. If there is no improvement or the situation worsens, a review meeting will be held and a decision made about seeking further help and support from an outside agency e.g. Inclusion Team, Specialist Advisory Teacher, Paediatrician, Educational Psychologist, SALT etc. Based on advice and suggestions, an individual programme will be put in place with specific targets to be achieved. Again, these will be reviewed with input from the outside agency and discussed with teacher, parents and pupil each term so all are clear about the targets and how they can be achieved. In the most complex cases, where the difficulties are around Communication & Interaction; Cognition & Learning; Emotional, Social & Behavioural Development; Sensory &/or Physical Impairment, the advice may be to seek statutory assessment and place the pupil on an EHCP.

The school holds two parents' evenings each year plus a "reports drop in" session, when the progress and welfare of the child can be discussed. In addition, a "Meet the Teacher" evening is held in July when plans and expectations for the coming academic year are outlined. A parent can also make an appointment to see a teacher or SENDCo at any time if they have concerns or if there is a need to set up or review a medical care plan. Parents are encouraged to visit school on our many open day events, assemblies, celebration of learning days, pastoral drop-ins or PTFA run functions. Parents are welcome to come in as volunteers or accompany classes on educational visits. We hope in this way to make parents feel that staff are approachable and that they will feel confident and comfortable to be open and honest with us. Trusting relationships and partnership working is essential to ensure the best possible support for all our children.

School is fortunate to have access to support from many additional services including: School Doctor, Paediatricians, School Nurse team, NHS Speech & Language Therapists, The Trust S&L therapist, HI and VI Advisory Teachers, the Inclusion Team, Educational Psychologist, CAMHS, Torview specialist teachers, Pupil Welfare Officer, Social Services and private counsellors. We also work in close collaboration with our mainstream Trust schools, Park, Devonshire and Revoe in order to share ideas and benefit from their expertise to provide the highest possible outcomes for our children and families.

We firmly believe in the importance of successful and happy transitions both when joining and leaving our school and moving through key stages. With this in mind, we hold an induction evening in June for the parents of new starters. At this event, parents are introduced to the staff in Foundation Stage, shown their child's classroom and given a brief overview of the curriculum and our approaches. They have the opportunity to talk to the SENDCo to appraise her of medical or educational needs. Samples of school meals are available and dietary needs can be discussed. Breakfast and After School Club representatives are on hand to provide information and answer questions. The children come into school for taster sessions in July when they spend their time with their new teacher and TA, accessing the classrooms and indoor and outside areas so everything is familiar in September.

Throughout Y6, carefully identified pupils with SEMH needs have additional support from the Early Help Resilience Team to develop their resilience and prepare them for the move to high school. This EHRP support continues in Y7. All Y6 pupils have an induction day/week at their allocated high school. Those pupils with special needs will have additional visits arranged by the SENDCo or as part of a programme set up by the high schools. These extra visits help the child to become more familiar with their new setting and some key staff and also allow them to ask questions and become more confident. Our Learning Mentors also work on confidence building and self-organisational activities in the lead up to leaving school, for those who need it and we take advice from the SENDCos from both schools will meet to ensure continuity of shared information and all paperwork will be passed on.

Every teacher provides an inclusive learning environment which is equipped and resourced appropriately in line with the Seaview Trust recommendations. Learning Objectives and Success Criteria are made clear and tasks are differentiated and matched to ability or learning style. Pupils are encouraged to work independently or in a pair/group and receive regular feedback, next steps and targets. Results are recorded and monitored on Arbor and progress is carefully monitored. Targets are discussed with pupils and shared with parents at meetings, Parents' Evenings and via written reports. Pupil Progress Meetings are held regularly with Phase Leaders and the Assessment Co-ordinator to check whether pupils are on track and to address any anomalies. Targets set by SENDCo, outside agencies or on EHCPs are shared with teachers and parents as soon as they are agreed, and reviewed at termly meetings with the parents and pupil. The SEND provision will be seen to be effective if the pupil is making satisfactory or accelerated progress and if the child's self-esteem is raised as they feel fully included and able to participate confidently in any activity. The SENDCo works closely with the SEND governor who makes visits to school to observe the provision. Updates are also given at Governors meetings. As school policies are reviewed, input is sought from the pupil council and then they are discussed and agreed at governors' meetings.

Various sporting, musical, performance and class based extra curricular activities are available to all pupils. PALS / Buddies are chosen to play/work with SEND pupils alongside the TAs and to similarly support them in the many activities. Children with SEND are actively encouraged to participate in wider opportunities. The school has minibuses for visits / trips in which every class participates and appropriate adult support, as identified on the risk assessment, is provided.

Our SENDCo is Mrs Tina Foster and our Assistant SENDCO is Mrs Jane Carter. They can be contacted at school on 01253 855215. Our Learning Mentors are Mrs Cheryl Spencer and Mrs A Gilderdale.

The Complaints Procedure follows LA guidelines. Parents having any complaint regarding the special educational needs provision within the school are asked to discuss the matter with the school SENDCo or the Headteacher (Mrs J Barr). If the matter remains unresolved, the Governor with responsibility for Special Educational Needs and Disabilities will be asked to investigate. If the matter remains unresolved, the complaint panel of the governing body will be asked to examine the complaint and the matter will also be referred to the Principal Special Educational Needs Officer.