

# Excalibur Academies Trust (EAT)

## Special Educational Needs (SEN) Information Record – updated September 2015



*The Ethos of Excalibur Academies Trust is one which values the individuality of every student. To this end, the staff and Governors are committed to a SEN policy which seeks to meet the individual needs of each student, particularly by developing and reinforcing self-esteem and by encouraging a positive attitude to life. Each student is helped to achieve a feeling of success in some aspect of school life and every effort is made to instil a sense of pride in self and work.*

*The Academy Trust recognises that SEN students range across the spectrum and Able, Gifted and Talented students, as well as those requiring support to access the curriculum, also have special educational needs. See SEN Policy and A, G & T policy.*

*We recognise that many of the learning difficulties of students are temporary and can be overcome, so students with special educational needs are given the opportunity to benefit as fully as possible from a challenging education in a positive, inclusive environment.*

<b>How does each EAT academy know if my child needs extra help?</b>	Children with every type of need are supported in our academies and we make our best efforts to ensure that every child or young person makes good progress and is well prepared for the next stage in their education. As soon as we know they are definitely attending our academy we start finding out more about them so we can plan for their needs and ensure that they settle into school happily and make good progress. Whilst on roll in our academies, we identify needs by: <ul style="list-style-type: none"><li>• Listening to our children and young people</li><li>• Acting on concerns raised by Teachers/TAs/Parents</li><li>• Carrying out assessments, reviewing marking and giving feedback; checking Milestones/Progress measures</li><li>• Raising concerns which are discussed at SEN surgeries/parent meetings</li><li>• Testing/screening/ Using WGRSS(Wiltshire Graduated Response to SEND Support) to check criteria for support</li><li>• Applying a graduated response – assess, plan, do, review</li><li>• Contacting other agencies if necessary</li></ul>
<b>What should I do if I think my child may have a special educational need or disability?</b>	Contact teacher or tutor in the first instance who will then co-ordinate with the SENCo/Director of Additional Educational Needs (AEN) to arrange a meeting to discuss concerns and plan a way forward

<p><b>How will I know how EAT supports my child?</b></p> <p><b>How will I know how my child is doing?</b></p> <p><b>How will I be involved in discussions about and planning for my child's education?</b></p>	<p>We try to work closely with all our parents to ensure that all children are happy and make progress. Working in partnership with parents of children with Additional SEN is even more important so we:</p> <ul style="list-style-type: none"> <li>• Communicate regularly through review meetings / SEN surgeries (additional to the usual Parent Teacher meetings)</li> <li>• Have an open door policy so regular discussions on progress and next steps can be held</li> <li>• Book regular Parents' evenings to feedback on progress and attainment as well as learning issues that may arise</li> <li>• Write an Annual report which outlines attitude to learning, progress made and attainment compared to national expectations</li> <li>• Provide parents with a copy of the desired outcomes or My plan agreed for their child and the strategies and interventions set up in school to help achieve them</li> <li>• Hold annual reviews for any child/young person with a Statement or Statutory My Plan (Education Health Care Plan)</li> </ul>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Teachers are responsible and accountable for the progress and development of all children in their class including where the child accesses support from teaching assistants or specialist staff.</p> <ul style="list-style-type: none"> <li>• Teachers will deliver high quality teaching that is differentiated and personalised so that the individual needs are met.</li> <li>• Teachers will plan lessons to ensure there are no barriers to every pupil achieving.</li> <li>• Specific resources and strategies will used to support every child individually and in groups.</li> <li>• Teachers will use appropriate assessments to set outcomes which are challenging yet achievable.</li> <li>• Teachers will give children choice and control</li> </ul>
<p><b>How will you help me to support my child's learning?</b></p>	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home. For example in our academies we can:</p> <ul style="list-style-type: none"> <li>• Provide information about their child's specific needs</li> <li>• Set up Family learning sessions for phonics, maths, emotional literacy support, curriculum evenings</li> <li>• Distribute termly Curriculum newsletters</li> <li>• Give parents access to resources from school to use at home eg laptops with specific programmes, online learning opportunities, website links, reading and phonics packs on entry to school</li> <li>• Give access to individual support to further parents' knowledge and understanding of teaching methods where necessary and appropriate</li> <li>• Give advice on how to support children further at home through our parents' evenings and individual meetings teachers will</li> <li>• Ensure Parents receive agency reports which often include support material for home use</li> <li>• Offer Parents opportunities to attend cluster workshops on specific areas of need</li> <li>• Put you in touch with our Parent Support Advisors who can help</li> </ul>

<b>What support will there be for my child's overall well-being?</b>	<p>The academy trust promotes a positive behaviour ethos as outlined in our Behaviour, Inclusion and Discipline Policies. We also:</p> <ul style="list-style-type: none"> <li>• Teach children strategies to help them socially and emotionally through our creative curriculum and specific intervention groups: ELSA, social skills, nurture groups</li> <li>• Work closely with our Parent Support Advisors who may give advice and opportunities for alternative provisions and after school/holiday activities.</li> <li>• Offer opportunities for children to participate in after school enrichment activities.</li> <li>• Give all children equal opportunities to participate in all activities via pupil premium funding and bursaries.</li> <li>• Offer mentoring by TAs and older students (H2H mentors) where appropriate</li> </ul>			
	<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, mental and emotional health</b>	<b>Sensory and/or physical</b>
<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy Team</li> <li>• SWAPP</li> <li>• Behaviour Support</li> <li>• Education Psychologist</li> <li>• ASK</li> <li>• Specialist teacher</li> <li>• Paediatrician</li> </ul>	<ul style="list-style-type: none"> <li>• LA SEND team</li> <li>• SpLD specialist teacher</li> <li>• Marlborough and District Dyslexia Association</li> <li>• Paediatrician</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Counsellor</li> <li>• CAMHS</li> <li>• School nurse</li> <li>• Social Care</li> <li>• Paediatrician</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Impairment services</li> <li>• Hearing Impairment Services</li> <li>• Mobility Support</li> <li>• Occupational Therapist</li> <li>• Physical Therapist</li> <li>• Riding for Disabled</li> <li>• Paediatrician</li> </ul>
<b>What training have the staff supporting children and young people with SEND had? (Or what are they having?)</b>	<ul style="list-style-type: none"> <li>• SWAPP/SWASS</li> <li>• ELSA</li> </ul>	<ul style="list-style-type: none"> <li>• NESSY</li> <li>• Sound Discovery</li> <li>• WESforD</li> <li>• Working memory</li> <li>• Corrective Reading</li> <li>• Corrective Maths</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Nurture groups</li> <li>• SEAL</li> <li>• Boxall Profile</li> <li>• Team Teach Physical Restraint</li> <li>• De-escalation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKS</li> <li>• Arrhythmia</li> </ul>
<b>How will my child be included in activities outside the classroom, including school trips?</b>	<p>Activities and school trips are available to all see Inclusion Policy. Risk assessments and procedures are in place to enable all children to participate in school activities and events. If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated.</p>			
<b>How accessible is the school environment?</b>	<p>EAT has a disability and accessibility plan in each academy – the physical environment varies and it is advised that parents discuss with the SENCo the needs for their child within the school.</p>			

<p><b>How will the school prepare and support my child when joining EAT School or transferring to a new school or post-16 provision?</b></p>	<p>Before any child moves to any of our schools we try and find out as much about them as possible to help them settle in quickly. We have close links with our feeder pre-schools in the case of Primary academies, and with our feeder primaries in the case of St John's.</p> <p>All our new children have the opportunity to come and visit the school and spend a short time in their new class/tutor group so they know the expectations, can be allocated a buddy/mentor and understands the procedures and school routines.</p> <p>Once we know a child has Additional SEN we will meet with parents to decide on the desired outcomes we will all be working towards and develop a plan to support each child to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some plans may detail a transition plan to help a child settle into the school easily and happily.</p> <p>If appropriate a one page profile can be drawn up to communicate to staff exactly how to help the child and explain what we are all working on.</p> <p>Whenever a child moves to another school we always pass on the school records to the new school.</p> <p>If a child has Additional SEN we also:</p> <ul style="list-style-type: none"> <li>• Pass on Additional SEN records to the new school including Support Plans or Statutory My Plans and one page profiles</li> <li>• Liaise with the SENCo/headteacher or class teacher of the new school to clarify any information necessary</li> <li>• If needed we can include ways to support a child to have a settled move to a new school or do transition work in preparation fro move; maps or photographs of the new school or working on a new one page profile</li> <li>• Both settings are invited to transition reviews of a child with a Statutory My Plan and a transition plan is established as part of this meeting</li> </ul>
<p><b>How are each academy's resources allocated and matched to children's special educational needs?</b></p> <p><b>How is the decision made about how much/what support my child will receive?</b></p>	<p>All academy trust schools have a delegated budget for children with Additional SEN and this is used for providing effective provision for individual children. The SENCo will work to allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during review meetings and modified to ensure the effective support is maintained to maximise the learning and progress for individuals.</p> <p>The Director of AEN will apply for additional funding to support children with complex needs through statutory assessment or the annual ELP moderation meeting.</p> <p>Tracking progress on a regular basis will ensure the provision matches the need.</p>
<p><b>Who can I contact for further information?</b></p>	<p>If you wish to discuss your child's educational needs please contact:</p> <p>Sarah Cardy – Director of Additional Special Educational Needs for Excalibur Academies Trust  <a href="mailto:scardy@stjohns.wilts.sch.uk">scardy@stjohns.wilts.sch.uk</a>  01672 519540</p> <p>SENCo for Burbage Primary School – Mrs Sarah Cardy <a href="mailto:scardy@stjohns.wilts.sch.uk">scardy@stjohns.wilts.sch.uk</a> 01672 519 540</p> <p>Primary SENCo for Easton Royal Academy and Excalibur Academies Trust – Mrs Wendy Chadwick <a href="mailto:admin@eroyal.wilts.sch.uk">admin@eroyal.wilts.sch.uk</a> 01672 810 477</p> <p>For further information for SEN in Wiltshire go to <a href="http://www.wiltshirelocaloffer.org.uk">www.wiltshirelocaloffer.org.uk</a></p>

