



## **Underwood West Academy** **SEND Information Report –January 2023**

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

### **Our approach and ethos for supporting children with special educational needs and disabilities**

At Underwood West Academy we ensure that we support the needs of each child as an individual. We have high aspirations for all our children to achieve the best that they can for their ability and personal needs. Children have access to high quality teaching within the classroom, focused interventions and support where needed as well support from specialist services if and when appropriate. When a child is identified by their class teacher as having additional needs we use a graduated approach to support and identify the additional support a child may require. In Cheshire East, we have a continuum of need which include the following areas:

- **First Concerns** – a teacher has recognised a child may have certain needs and additional interventions may be offered
- **SEN Support** – children who have been identified as having special educational needs and who require provision that is additional to and different from the mainstream curriculum
- **Complex** - children who have been identified as having complex and significant needs and may be in the process of an Education Health and Care assessment or have an EHC plan already in place.

### **We provide for the following kinds of special educational needs (SEND):**

We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. We support pupils with a range of needs including cognition and learning needs, communication and interaction difficulties, sensory and physical needs and social emotional and mental health difficulties

### **We identify and assess pupils with SEND using the following methods:**

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents or Academy staff working directly with the child. These concerns may be based on the pupil's general well being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. Academy staff receive training to support them in the identification of SEND. Early identification is paramount, and therefore staff working in our Academy, monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. The SEND manager attends pupil progress meetings where class teachers have the opportunity to discuss issues/concerns.

After initial identification has taken place and support given, any further concerns are discussed with the school SEND Manager. The SEND Manager and teaching staff then discuss these concerns with those working with the pupil, the pupil's family and the pupil themselves, if appropriate. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes.

Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SEND Manager keeps a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the Academy.

<b>We evaluate the effectiveness of our SEND provision in the following ways:</b>
SEND pupils are championed at all pupil progress meetings and SEND Surgeries, where progress and attainment (numerical data and objective specific assessment) for all SEND pupils is reviewed and provision from the previous half term is evaluated. New targets are then set up for the half term ahead. In addition, pupil voice is conducted on a regular basis with SEND pupils and interventions and support activities are observed to evaluate their quality and impact.
<b>Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:</b>
All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system .Where this is appropriate, SEND pupils are assessed using this tool, and PIVATS is used for pupils where the school's tracking system is not appropriate. These assessments are reviewed at Pupil Progress Meetings with the Principal, SENCO and class teachers. We also use standardised assessments.
<b>Our approach to teaching pupils with SEND includes:</b>
<p>The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer (see link at the bottom). It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality first teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.</p> <p>Children are supported in school through:</p> <p>Quality First Teaching -</p> <p>In every class, the lessons are taught with each child's needs in mind. Activities are differentiated in order that all children are appropriately challenged but are able to participate at their level. In order to support children with SEND, class based approaches may include: Alternatives forms of recording work; Visual prompts; Specialised equipment; Small group or individual teaching; Peer support; Extended time for writing/ reading/maths tasks.</p> <p>Interventions -</p> <p>If a child needs a higher level of support, small group or individual interventions may be offered for example social skills groups, better readers, precision teaching, motor skills united.</p> <p>For children with more complex needs, a more personalised/bespoke programme may be appropriate. This could include group or individual interventions on an academic or social level.</p> <p>For those with significant or complex needs, the Academy seeks the advice of specialists, for example an Educational Psychologist, Speech and Language Therapist, Cheshire Autism Team, Physiotherapist/Occupational Therapist. In some cases these specialists might work in school with the child, or children may attend therapy sessions out of the Academy. The Academy employs a speech and language therapist to support and meet the needs of our children .</p> <p>Where additional levels of support are required, an SEN support plan is created, which will outline the provision available to each child. Parents will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the Academy SEND Manager in person to discuss pupil's needs in more detail.</p>
<b>We adapt the curriculum for pupils with SEND in the following ways:</b>
All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning and provision. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised word banks, or for those with language processing differences, visual supports may be used to accompany auditory information. Systems are in place to ensure information regarding

pupils with SEND and medical needs is shared with all staff. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SEND Manager, Lead Behaviour teacher, Learning Mentor/Family Support Worker. All additional provision for pupils with SEND is overseen by the Academy SEND manager, and monitoring of these pupils' progress takes place at regular pupil progress meetings and SEND surgeries.

**We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:**

The school will always make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school. This could include additional or different resources or equipment, changes to the environment, additional or specialist staffing and individual risk assessments.

**The following emotional, mental and social support is available for pupils with SEND:**

Underwood West is committed to being an emotionally healthy Academy, with emotional health and mental well-being taking a key part within the school curriculum. School works closely with the mental health support team.

The mental health support team offers training for children to become mental health champions as well as supporting with individual child consultations and group work eg "Understanding Your Worries" which focuses on helping children to share worries and build resilience.

Personal Social and Emotional well being is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. We are currently running a whole school programme 'Zones of Regulation' where the children are encouraged to self-identify how they are feeling and learn to better understand their emotions, sensory needs and thinking patterns. For those requiring further support, the Academy employs a Lead Behaviour Teacher, Learning Mentors, a Family Support Worker and a School Counsellor, who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.). We have a trained ELSA teaching assistant who provides emotional and social skills support to identified children in school and a range of interventions to support pupils experiencing difficulties with emotions or relationships (e.g. nurture group) We use a range of assessment tools to help us monitor this area of pupil development.

**Safety and SEND**

As a school we recognise the key importance of keeping all our children safe in the community, on line and within school. We recognise the additional risks and vulnerabilities that children SEND may have and ensure that all learning is appropriate to their level of understanding and revisited in a timely and consistent manner. Children with SEND needs are taught specific lessons on safety appropriate to their individual needs and at a level that they are able to engage with and understand. The school are supported by the Aspire MAT in delivering On line Safety training for staff that has a focus on supporting children with SEND needs.

**The name of our SEN Co-ordinator (SENCo) is:** Mrs Helen Stratford

**Listed below are the names of the SEND team**

Name: Mrs Helen Stratford	Name: Mrs J Bateman
Job role: SEND Manager	Job role: SEND/Lead attendance and behaviour

Name: Mrs Charlotte Ashley	
Job role: class teacher/SENCO	
<p>The Principal oversees the running of the Academy ensuring that all elements of a pupil's education are in place. The school SEND Manager has overall responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.</p> <p>In addition to the class teacher SEND Manager and SENCO, pupils might come into contact with the following:</p> <ul style="list-style-type: none"> <li>• The Lead Behaviour teacher</li> <li>• Learning Mentors</li> <li>• Family Support Workers</li> <li>• External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.</li> <li>• A speech therapist is available in school one day a week</li> </ul> <p>There are also a large number of support staff (teaching assistants) working in the Academy. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupils. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil.</p>	
<b>In addition, we use the services of the following specialists:</b>	
<ul style="list-style-type: none"> <li>• Cheshire East Autism Team (CEAT)</li> <li>• Educational Psychology Service</li> <li>• Speech and Language Therapists</li> <li>• School Nurse/NHS</li> <li>• Mental Health Support Team</li> <li>• Child and Adolescent Mental Health Service</li> <li>• Occupational Therapists</li> <li>• Springfield School Outreach</li> <li>• Adelaide School Outreach</li> <li>• Physiotherapists</li> <li>• Diabetes nurse</li> <li>• VI service</li> <li>• HI service</li> <li>• Asthma nurse</li> <li>• Epilepsy nurse</li> <li>• Community Paediatrician</li> <li>• Continence team</li> </ul>	
<b>We currently possess the following expertise, equipment and facilities to assist our pupils with SEND:</b>	
<p>The Academy SEND Team have a range of specialist knowledge and skills.</p> <p>The Academy SEND Manager is a member of the Senior Leadership Team and holds the National Qualification for Special Educational Needs.</p> <p>The Nurture Group Teacher has an enhanced knowledge and experience of teaching pupils with behaviour and social, emotional development needs and is also a lead behaviour professional.</p> <p>The Learning Mentors/Family Support Worker have undertaken a wide range of relevant professional development opportunities, and have an enhanced knowledge of pastoral care.</p> <p>We have staff who are trained in Team Teach and as Mental Health First Aiders</p>	
<b>Our admission and transitional arrangements for pupils with SEND include:</b>	
<p>The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where a child is disabled the school will make reasonable</p>	

adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils

When a child with SEND is transitioning to another school the SENCO will discuss transition arrangements (both in to school and onwards) with parents, other educational settings and external agencies and plan the most effective transition, for example additional visits to their chosen school.

**Our arrangements for ensuring the involvement of parents of children with SEND are as follows:**

The points of contact for all parents/carers of pupils with SEND—Mrs Helen Stratford (SEND Manager) Mrs Jane Bateman ( Behaviour/Nurture/SEND/attendance lead )and Mrs Charlotte Ashley (SENCO)

When children's needs are initially identified a discussion takes place between teachers, parents and pupils. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The SEND Manager/SENCO will also signpost the parent to any other agencies and sources of advice/support. Parents of pupils with SEND have regular meetings with their child's class teacher and the SEND Manager/SENCO to review their progress, their needs and to plan future provision.

**Our arrangements regarding complaints from parents of pupils with SEND are as follows:**

Please see the Complaints Policy within the policy section of the school website.

**Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:**

Cheshire East's local offer, explaining what is available on a local authority basis, can be found using the following link:

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

<http://www.friendsforleisure.org.uk/>

<http://space4autism.com/>

<https://www.nhs.uk/livewell/childrenwithalearningdisability/pages/education.aspx>

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit-asp>

**Our transitional arrangements for pupils with SEN include:**

The SEND Manager/SENCO will discuss transition arrangements (both in to school and onwards) with parents and plan the most effective transition. This could include additional visits, a longer phased introduction, 1:1 support for a time.