

Types of SEN Provision

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Types of SEN we provide for:

Communication and Interaction

- *Autism Spectrum Conditions (inc. Asperger's Syndrome)*
- *Speech and Language Difficulties*



Cognition and Learning

- *Dyslexia*
- *Dyscalculia*
- *Dyspraxia*
- *Moderate Learning Difficulties*

Social, Emotional and Mental Difficulties

- *ADHD*
- *Attachment disorder*
- *Mental Illness–Depression*
- *Self harm*



Sensory and/or physical needs

- *Vision/ hearing impairment*
- *Motor skill difficulties*



1. Types of SEN provision

<p>Targeted Specialist – Child needs a range of outside specialist support.</p>	<ul style="list-style-type: none"> • Child has multi agency involvement • Child will be working towards, or will already have, a EHC plan. • Inclusion Manager to seek advice where necessary from outside specialists. • Training for adults involved in the care of the child to be regular. • Specialist assessments are used to recognise steps in learning. • Monitoring of the support given to the child through range of means and by a range of specialists. • Parents are contacted frequently and kept up to date on the day to day progress of the child through a key adult.
<p>Targeted – Child needs resources and support from one or more outside agencies</p>	<ul style="list-style-type: none"> • ‘Cycle of Support’ in place and reviewed regularly • Advice sought by Inclusion Leader to outside agencies. • Child will be working towards , or already have, a Co ordinated plan in place. • Additional Training may be needed to support the child in school. • Additional arrangements and time will be needed in order for the child to receive specialist support. • Monitoring by Inclusion Manger and other outside specialists. • Complete CAF and start TAC
<p>Universal Targeted – Needs are not being met through QFT</p>	<ul style="list-style-type: none"> • First point concern form received by Inclusion Manager • ‘Cycle of support’ put in place using resources from <u>within school</u>. • Advice sought from Inclusion Manager and members of SLT • Progress monitored through analysis of extra and additional support that has been given • Monitoring by Inclusion manager through individual observations of the child • Half termly ‘Structured Conversations’ with parents to discuss progress of child and next steps- Class Teacher and Inclusion Manager to attend. • Use of additional assessments , where needed.
<p>Universal – has an identified additional need but is progressing well</p>	<ul style="list-style-type: none"> • Needs met through quality first teaching • Advice sought through Phase Leader and other teachers • Progress monitored through Pupil Progress Meetings and data captures • Monitoring by inclusion Manager through Learning Walks/ Book Scrutinies/ Pupil Interviews • Parents evenings used by Class Teacher as a time to share what is working well and next steps for the child • Training for students and NQTs. • Access to training as appropriate. • Whole school policies and procedures in place.

Our Academy Policy for
Special Education
Needs:

SEND Policy



3. Contacting the SENCO.

*SENCo – Mrs Laura Hawkey Tel 01733 343581
Laura.hawkey@dogsthorpeacademy.co.uk*



I can :

- Offer advice about how to identify if your child has any special educational needs.
- Suggest ways to support your child at home
- Make referrals to outside agencies
- Lead multi-agency meetings to make sure your child's needs are met in school
- Provide advice on any family needs and suggest who can help
- Should you wish to speak or meet with her then please ring the school office or speak with a member of our office staff to make an appointment.

*You can also contact Mrs Maggie Snowball
Family Support Worker and Pastoral Leader.*

*Or the Advisory Council Member responsible for SEN at
Greenwood Dale Academy*





3. Contacting the SENCO, if you have a Concern.



Raise any concerns with your child's class teacher.

Senior Managers and the Inclusion Manager will always be happy to talk to you either face to face, by phone, or by email.

If you are still not happy, please feel free to contact the Head teacher to discuss your concerns.



4. Teaching pupils with SEN

All pupils with SEN are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible but appropriately challenging for all pupils. Pupils have access to all aspects of the curriculum unless otherwise stated in a published eh&c plan.

The quality of every teachers' provision for pupils with SEN is observed, monitored and challenged as part of the academy's quality assurance processes and the teachers' annual performance management arrangements.

The academy provides regular training throughout the year to support teachers in addressing specific SEN ensuring that pupils receive 'quality first teaching'.

Our aim is to encourage and prepare all pupils to become independent learners.

Some classes provide additional support in the classroom to help pupils access the lessons. Special Access Arrangements may be put in place for examinations. Targeted pupils may access additional learning opportunities to help them catch up.



4. Teaching pupils with SEN – Differentiation

<p>To ensure we have an engaging, fun curriculum that all children can access, whatever their needs.</p>	<p>Teachers plan and deliver –lessons based on knowing their children well and <u>by</u> adapting lessons quickly so that all children can receive the best outcomes.</p>
<p>Lessons and teaching can be adapted in a number of ways :</p>	<p>Teaching style appropriate for a child's needs eg. visual approach, high level of interaction, drama, role play, adult support, additional resources.</p>
<p>Use of multi sensory resources and visual stimuli</p>	<p>repetition of concepts</p>
<p>Suitable access strategies eg. work in chunks, extra processing time, work breaks</p>	<p>Adult support where necessary</p>

5. Accessing the Curriculum

We will provide the following to support children in their learning:

Adult support where appropriate

Flexible groupings

A wide range of visual and multi sensory resources

Appropriate teaching approach for a child's needs eg. hands on, visual, multi sensory

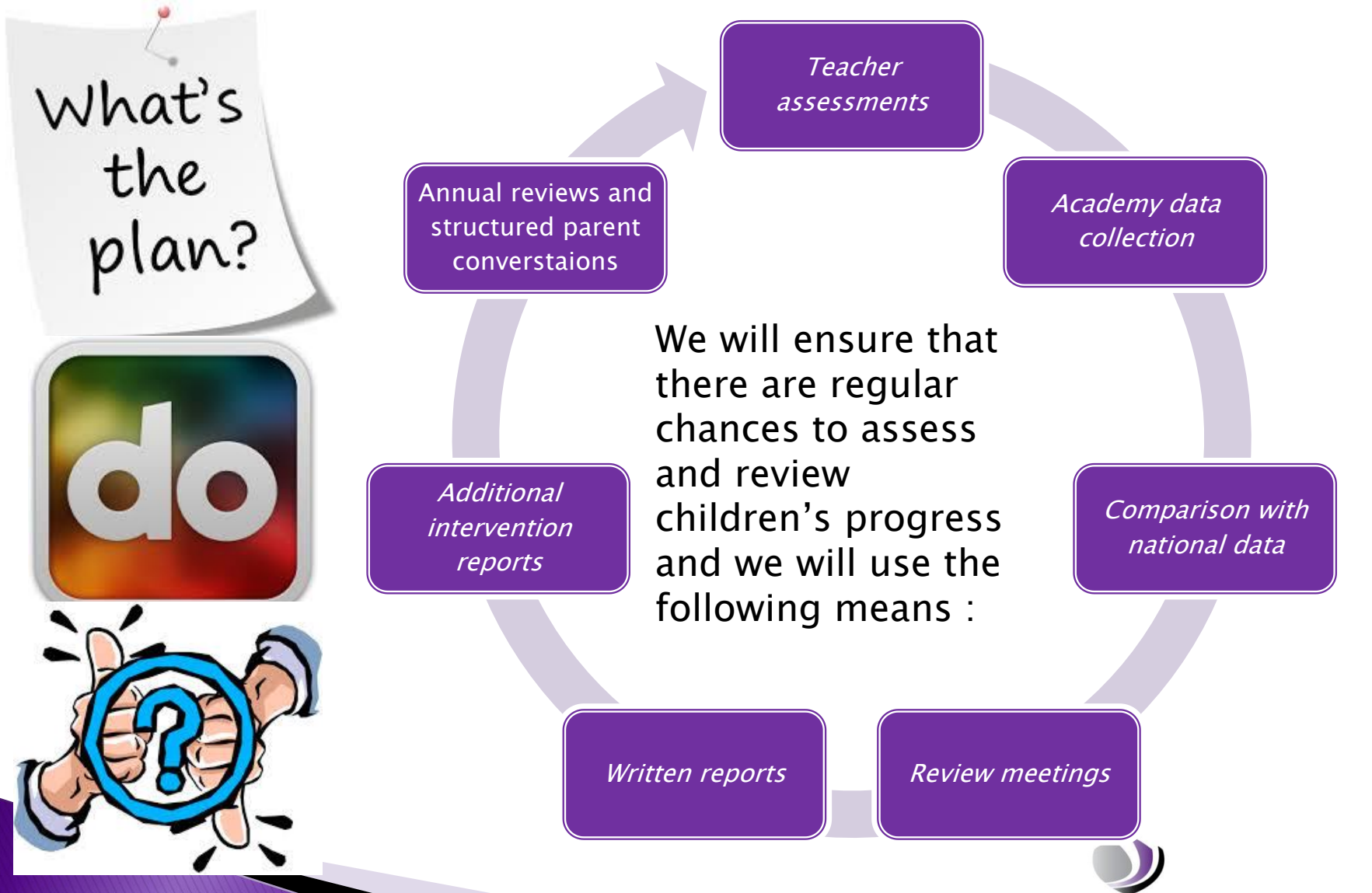
A range of access strategies such as work in chunks, work breaks, extra processing time

Access to ICT devices eg. iPad, notebook, laptop, voice recorder

Specialist equipment eg sloping boards, pencil grips, calming/fiddle toys, seating cushions, coloured overlays

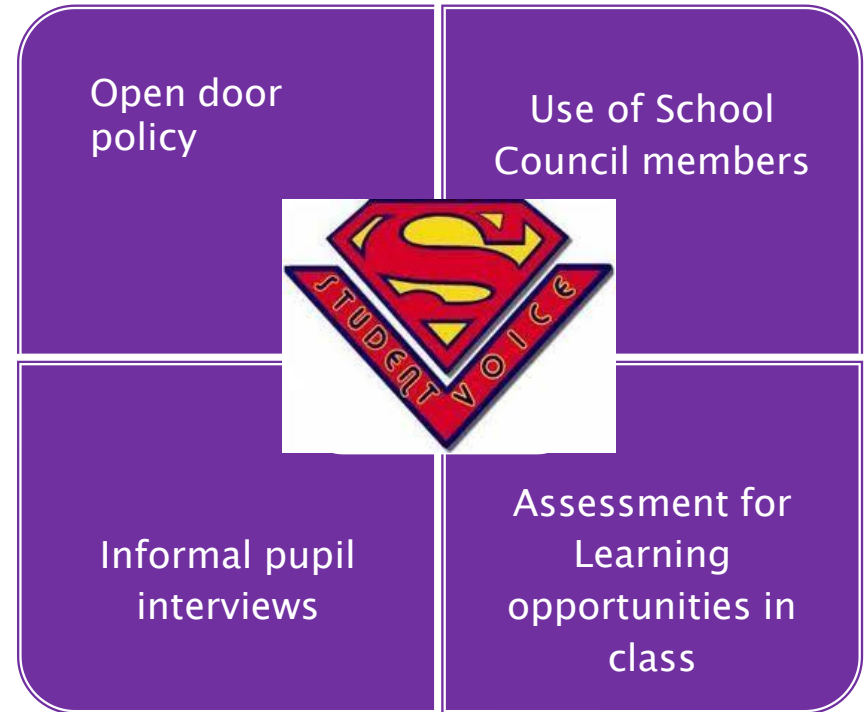
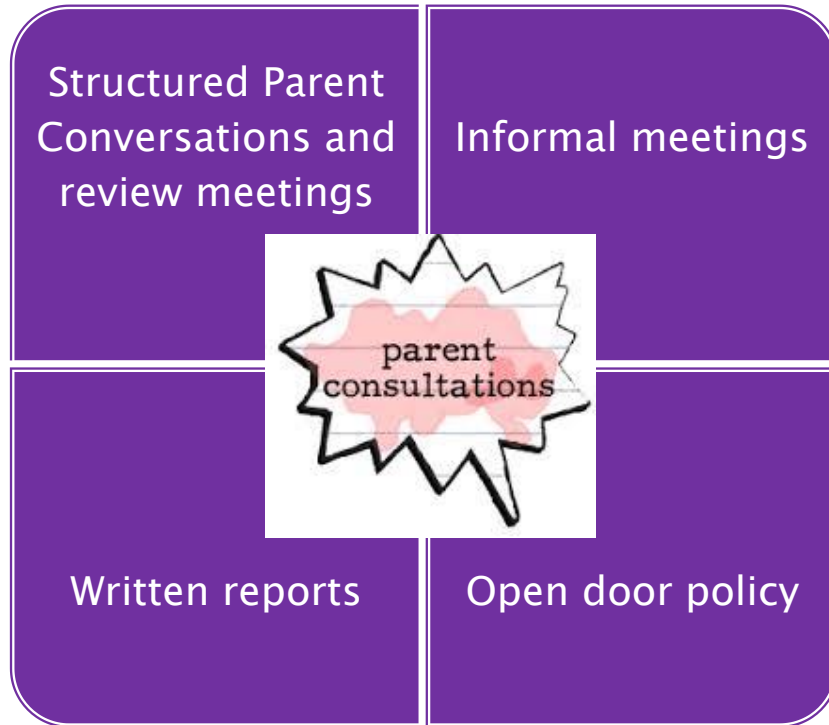
Individual timetables/schedules

6. Assessing and reviewing pupil progress.



7. Consulting with parents and young people.

- We will ensure that we discuss any additional needs your child may have with all the right people. This will include you, as the parents and the children themselves.*



8. Access to the Local Authority SEN offer.



DOGSTHORPE ACADEMY

The Local Authority's Local Offer is can be found at
http://www.peterborough.gov.uk/children_and_families/peterboroughs_local_offer.aspx



GREENWOOD ACADEMIES TRUST



10. Preparing for the next step



The child makes extra visits to the school, if deemed appropriate

Information gathering from all professionals involved with the child

The child visits the school with parents/carers

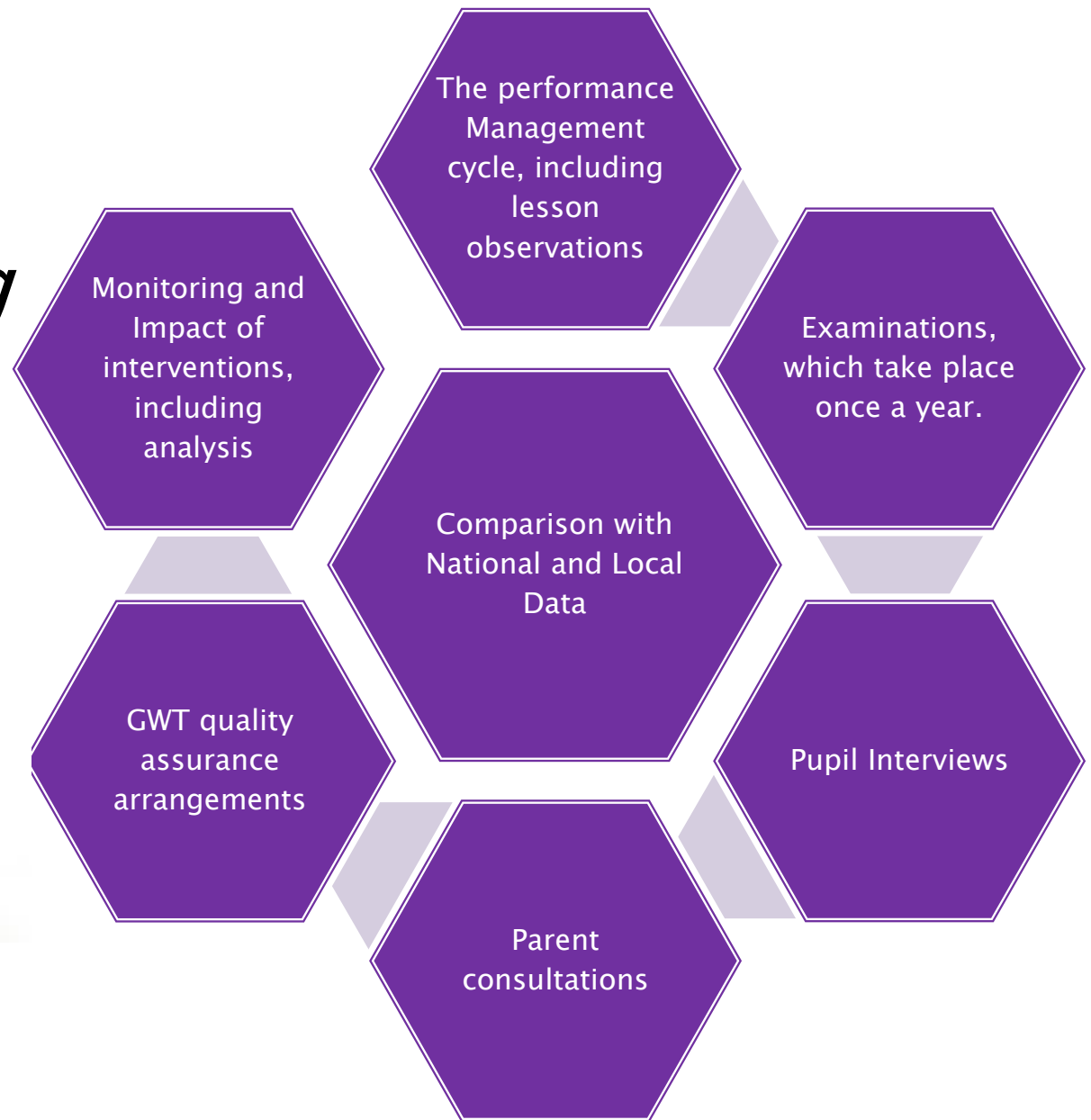
SENCo contacts the previous school to discuss particular needs and support the child has received

Transition meetings with the parents and any other agencies working with the child.

SENCo will visit previous schools of children with Special Educational Needs



Evaluating Provision.



12. Specialist Support – External.

Parent Partnership Office – contact Marion Deeley Tel: (01733) 863979 or email: marion.deeley@peterborough.gov.uk	SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk	Educational Psychologist Open Access Consultation Services – Tel: (01733) 863689
Family Voice – Tel: (01733) 313184 or email chair@familyvoice.info	National Autistic Society (Peterborough branch) – Jackie Luland Tel: (01733) 577366 or email jackieluland@aol.com	Dyslexia Association – Tel: (01733) 808076
Peterborough Area Down’s Syndrome Group – Trudy Bollons Tel: (01733) 575948 Peterborough and District		Peterborough ADHD Support Group – Tel: (01733) 266702



12. Specialist Support – External.

<p>Occupational Therapy Service – the SENCo can refer directly to this service, but a referral can come from a GP or paediatrician.</p>	<p>Support for Learning Ltd – an SEN consultant carries out assessments within the school setting. The assessments outline a child’s strengths and weaknesses and can identify specific learning difficulties eg Dyslexia</p>	<p>Educational Psychology Therapy Service – an Educational Psychologist assesses, observes and facilitates interventions within the school setting to provide advice on educational needs.</p>	<p>Speech and Language Therapy Service – pupils can be referred and seen by appointment or assessed in the school setting. SALT programmes are provided and if necessary monitored by a therapist</p>
<p>School Nursing Team – they can provide support within the school setting or the family home</p>	<p>Visual Impairment Service – they provide advice to the school about how to support a pupil with a visual impairment</p>	<p>Hearing Impairment Service – they provide advice to the school about how to support a pupil with a hearing impairment</p>	<p>Community Paediatrician (NHS) – Family GP or SENCo can refer children. They provide medical advice and can diagnose specific difficulties such as ADHD and Autism.</p>
<p>OT programmes are provided and if necessary monitored by an OT Physiotherapy Service – they provide support to school if a child has been referred to this service by a paediatrician</p>	<p>Autism Outreach – school can request support for a child diagnosed with Autism</p>	<p>Child and Mental Health Service (CAMHS) – support can be provided by a paediatrician</p>	<p>Pupil Referral Service – school can request support if a child is on the brink of exclusion</p>

13. Accessing Enrichment opportunities.

We will provide skilled additional adults to support children, where appropriate.

We will have flexible arrangements to meet the individual needs of children who attend enrichment opportunities.

Accessing enrichment opportunities will be discussed with parents/ carers and any other external agencies so that accessibility needs are met.

We will carry out additional risk assessments and training all adults working with children who have specific needs.

We will look at adult to child ratios and additional resources that may be needed to support individual children when out of school for an educational or residential visit.



14. Identifying and assessing needs.

We do this by:

- Listening to Parental concerns.
- Listening to the concerns of the child.
- By observing the child.
- By carrying out additional assessments.
- By using school tracking data for reading, writing and maths
- By seeking advice from outside agencies
- By gathering Information provided by previous setting.



We adapt our curriculum and the learning environment of children and young people with SEN by :

- [See accessibility plan \(click here\)](#)





GREENWOOD DALE FOUNDATION TRUST

ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from September 2014 – September 2015
2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Greenwood Academies Trust plans, over time, to improve the accessibility of provision for all students, staff and visitors who may have the following disabilities

<ul style="list-style-type: none">• <i>ASD/Asperger's</i>• <i>Behaviour</i>• <i>Communication</i>• <i>Consciousness</i>• <i>Palliative care</i>• <i>Eating & drinking</i>• <i>Hand function</i>	<ul style="list-style-type: none">• <i>Hearing</i>• <i>Incontinence</i>• <i>Learning</i>• <i>Medication</i>• <i>Mobility</i>• <i>Other Disability/ health problem</i>• <i>Personal care</i>
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Individual Accessibility Plans are produced for each Academy and contain relevant actions to:

- Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **aids and equipment**, which may assist disabled students in accessing the curriculum.
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events.