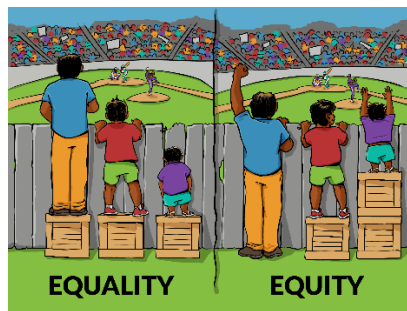




Lower Farm Academy

Special Educational Needs and Disabilities Report

2024-2025



1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



All schools are committed to adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a *shared expectation* that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspect of school life.

Your Children Are Our Priority

At Lower Farm Academy we strive to create a sense of community, belonging and achievement for all our pupils. We understand that some pupils may, over the course of their school career, have Special Educational Needs or Disabilities (SEND). This will look and feel different for every child with some children requiring additional support throughout their time with us and some needing a little extra support for a short period of time to help them overcome more temporary needs.

We have an *inclusive ethos* with *high expectations* and *suitable targets* which are monitored closely and adjusted accordingly. Our broad and balanced curriculum alongside systems for *early identification* ensures that barriers to learning and participation are quickly recognised and effectively supported.

The following policies, which are available via the school office and our website, should be read in conjunction with this report.

- SEND policy
- Personal Care Policy
- Equality Policy
- Accessibility Policy
- Behaviour Policy
- Admissions Policy

We are very proud of our SEND provision

What support do we offer and provide for?

We recognise that *every child is unique* and throughout their time with us will require different levels of support and targets. Children with Special Educational Needs and/or Disabilities (SEND) will have provision that is *individualised* and designed in conjunction with the relevant Lower Farm staff members, the child's family, the child and where appropriate outside agencies (EG: specialist teaching service, educational psychologists and speech and language).

Our Areas Of Strength

Speech, Language and Communication Provision

We screen all of our Reception children on entry for Speech and Language needs. We then establish which children will benefit from internal support and staff who are trained externally and supported by the Special Educational Needs & Disabilities Co-ordinator will deliver both group and individual packages of learning. Our main programme of learning is the Nuffield Early Language Intervention but we use a variety of others to ensure all speech and language needs are supported. We also screen and refer to the Warwickshire Speech and Language service when appropriate, this referral will always be discussed with the child's family.

Social, Emotional and Mental Health Needs (SEMH)

Our staff across the school are supported in implementing a number of SEMH interventions both in groups and individually across the school depending on the individual pupils needs. This includes Lego Therapy, The Anxiety Gremlin, Black Sheep and many other research supported interventions which are known to help children develop in this area. We recognise that a growing need amongst all children is anxiety which has been influenced by the recent pandemic and therefore support all children through our protective behaviours and trauma-based approach to behaviour too.

Autism Spectrum Condition (ASC)

We have a significant amount of children who are diagnosed with ASC at Lower Farm Academy and this is the greatest area of need within our provision. Every child who is diagnosed with ASC will present different needs and traits and therefore will receive individualised support from all staff. Staff across the school are trained to support children with ASC and the school is accessing the Autism Education Trust training, via Warwickshire Specialist Teaching Service, to ensure that all teachers have a strong understanding of the adaptive approach necessary for children with Autism. All staff have also undertaken Sensory Processing training and we use Sensory Screens to create a personalised Sensory Diet when needed.

Specific Learning Difficulties

The school is supported by Warwickshire Specialist Teaching Service (STS) when a risk of dyslexia/dyspraxia is considered for a pupil. This support will not provide a formal diagnosis but will ensure that the pupil is supported throughout their time in our school.

Specialist facilities and equipment to support SEND

- Accessible toilet(s) including one hygiene room with facilities for changing
- Wheelchair access to the whole site, lift available to reach the second floor
- Range of sensory resources
- Input from External Agencies: Physiotherapists, Occupational Therapists , Speech and Language Therapists, Integrated Disability Service, Specialist Teacher Service, Educational Psychologists, RISE, The Children and Adolescent Mental Health Service (CAMHS), NHS Speech and Language support, Hearing Impaired Service Specialist Teachers from the local authority, Pupil Support Workers.
- Access to professionals through the Early Help team.

Inclusion

We are an inclusive school. Children have access to provision depending upon their need. We ***scaffold*** work as appropriate to enable all children to progress at their level and support children with SEND and other areas of need as necessary. Due regard is taken to make **reasonable adjustments** not only for children with identified SEND but for all groups of learners who may be deemed as being vulnerable due to their characteristics. Risk assessments for individuals are carried out as required to ensure that they can safely access the mainstream environment. The school uses the Education Endowment Foundations 5-A-Day principle to ensure that pedagogy is consistent for all children. We truly believe that what is best for a child with SEND is best for all children.

Identification, Assessment and Provision

It is crucial to identify a special educational need as early as possible and quickly implement strategies that support learning to promote achievement and attainment in all pupils. Recognising that children learn in different ways and may develop at different rates, Lower Farm Academy adopts a graduated response to SEND, illustrated schematically in the diagram at the end of this document.

How will the school decide if my child needs extra help?

Where there are concerns that a pupil is not making progress, further assessments will take place as required and there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. If appropriate your child will be involved too. Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Personalised Learning Plans

Some pupils with Special Educational Needs and/or Disabilities will have a ***personalised learning plan*** and a ***pupil passport***. ***Only pupils who are on the SEND register will have these in place***. Some children with SEND will not need both of these documents and this will be discussed with you. Pupils who are considered Universal+ and Monitored will be part of Group Learning Plans and this information is shared with parents at parent consultation evenings and/or pupil reports.

The personalised plan sets out targets and interventions which are measured across a clear time-limited period. These targets are influenced by professional reports, teacher assessment and advice from outside agencies and are always with the vision of reaching a greater outcome. They are ***flexible targets*** which can be ***changed/adapted*** as needed meaning children move rapidly towards their next steps without waiting for an official review. All changes/adaptations where possible will be discussed with a pupils family by the class teacher. The class teacher will meet with you 3 times a year to discuss progress, overall outcomes and next steps (including referrals). The SENDco may also meet with you if their appears to be limited progress and additional support, beyond that already in place, is required.

Targets

SMART targets (Specific, Measurable, Achievable, Relevant and Time-Bound) are set for pupils to work towards and additional provision (where needed) is put in place for that child to support them in achieving these targets. The content of the Personalised Plan/SEND Passport is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings.

Targets will be connected to the areas of the child's SEND. Therefore, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control), learning ... ***the list is endless!***

Most importantly the targets depend on the needs of the child and their starting point—stage not age.

The school offers many different forms of ***additional provision***. This can include: additional in-class support; additional out-of-class support; some adult support; flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of

outside agencies. Additional provision is overseen by the school's SENDCo and is designed and implemented by an excellent team of teachers and teaching assistants.

Some of the interventions that we offer include:

- Fine Motor Skills (South Warwickshire NHS programme)
- Nuffield Early Language Intervention
- Time-to-talk
- Socially Speaking
- Black Sheep Emotion Interventions
- Small groups Maths/Reading/RWinc/Writing sessions
- Lego Therapy
- Sensory Circuits
- Social Skills (discreet groups aswell as playground support)
- Vocabulary Pre-Teach
- Lunchtime Social Support
- Sensory Breaks

Pupil Passports

Pupil passports include all the information required for your child to be ***supported appropriately*** within the classroom. It includes information about their likes, dislikes, possible triggers and how best to support them. The pupil passport is different from the personalised learning plan because it indicates the ways to support a child with SEND throughout the day within the classroom.

Some of the individualised in-class support that we offer include:

- Now/next boards
- Individual timers
- Noise cancelling headphones
- Fidget toys
- Chew Necklaces
- Calm Boxes
- Worry Diaries
- Fiddle Cloths
- Recordable devices (talking tins/microphones)
- iPads
- Cushion seats

Test and examinations:

Access arrangements for some pupils who need additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe. The class teacher and/ SENDCo will talk to you if they feel that your child would benefit from these additional arrangements

How do I know how well my child is progressing?

- You can ask at any time of the school year.

- Parents' evening appointments are held once a term to discuss progress and the child's personalised plan/SEND Passport. However, the SENDCo, teachers and additional adults ***regularly***

review the impact of interventions. This is completed during the term and at least once a term at Pupil Progress Meetings. Therefore, interventions may be adapted to suit a child's needs throughout the term. Where possible, the teacher communicates this with parents and carers. In some cases, this may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

How will teaching be adapted to meet the needs of my child?

Our teachers are **skilled and supported** to **adapt teaching** to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. **Scaffolding** is approached in a range of ways to support access and ensure that all pupils can experience **success and challenge** in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. **Additional adults** are used **flexibly** to help groups and individual pupils, with a long term goal of encouraging and developing **independent learning skills**. If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their (SEN Support) Personalised Learning Plan/Pupil Passport.

5-A-Day Principle

As a school we are developing the use of the 5-A-Day principle of teaching. This principal is supported by the **Education Endowment Foundation** and is aimed at improving SEND outcomes across a pupil's educational career. At Lower Farm Academy we have decided to introduce this as our **main principle of teaching across the school** because inclusion is at the heart of all our teaching. All children will experience the 5 principles, where possible, in every lesson. This gives a clear structure to lessons which makes it engaging and stimulating for all pupils.



Transitions

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When Starting At Lower Farm Academy

We will contact the child's current provision and make arrangements to visit the child and gain information from their key worker. Where appropriate, we will make a transition booklet and give the child and parents opportunities to visit the school before they start. An individual timetable for transition is made to support the child before they start and when they start. This is adapted to their needs – eg coming at key points of the day prior (lunchtime). If the child has a medical condition, where needed advice is sought from outside agencies to ensure the child is not put at risk and training is delivered as needed.

When Moving Between Classes And Key Stages

An information sharing meeting will take place with the receiving teacher and the child's additional needs are discussed. Depending upon the needs of the child additional opportunities to meet the key staff in the class may be given or access to different parts of the building to become familiar (eg additional time out on a new playground or building a relationship with key members of staff). Children will be provided with transition booklets with photographs of key members of staff and areas for them to read during the holidays. Children who have personalised learning plans and pupil passports have transitional targets which are shared between teachers so provision is maintained for the child. The SEND year runs from January to January so that your child's previous teacher makes the decisions for your child in the new term in September. This is because they know the best at this point and can guide the receiving teacher

When Moving To Secondary School

When parents or carers are looking at the secondary provision available in the area the SENDCo or member of the team will support as needed to give additional insight. If required the SENDCo will try to coordinate meetings with the secondary school SENDCo of any preferred school so parents / carers can ask any questions they feel are pertinent. The SEND team will also remind parents who have children in Year 5 on EHC Plans to visit schools at the beginning of Year 5 due to their eligibility to make an early choice.

Once Secondary Schools are allocated, the SENDCo at Lower Farm Academy will make contact with the Year 7 leader or SENDCo of the receiving school. Multi-agency meetings maybe arranged to create a more detailed transition plan. If a child has an EHC Plan, the SENDCo from the receiving school will be invited to attend the annual review to set transition targets. This model is replicated where needed for other children on the SEN register as well.

Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help the child become familiar with the new setting and to reduce any anxieties. This could include factual support such as where wheelchairs will and will not fit, as well as social and emotional support. Your involvement in this process will be critical to supporting a successful move.

When Moving To Another School Before The End Of Year Six

We will contact the School SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible. If parents and carers inform Lower Farm Academy as soon as possible of this impending change then the SEND team will create transition booklets or complete transition work to support the child.

Who should I contact to discuss the concerns or needs of my child?

Class Teacher

The Class Teacher should always be the ***first person you speak to*** if you have any concerns – they teach your child every day and control most of the interventions in place. You can contact them via SeeSaw or the office to arrange a meeting to discuss your concerns.

The class teacher will share your concerns, through an ***Early Concerns form***, with the SENDco and next steps will be discussed/shared with you. Please be aware that the SENDco has oversight of the needs across the school and will take this into account when making decisions about next steps.

Roles and Responsibilities are:

Class Teacher:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning for and the delivery of any additional support required to support progress.
- Contributing to SEND Passports or Personalised plans to prioritise and focus on the next steps required for your child to continually develop.

SENDCo – Mr Tyson

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are: Involved in supporting their child's learning and access, kept informed about the range and level of support offered to their child, included in reviewing how their child is doing and consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND needs.
- Ensuring children with SEND can access all trips and visits through appropriate risk assessments and care plans where needed (group or individual where needed)
- Ensuring the premises as well as the learning is accessible for all through the use of the accessibility action plan
- Ensuring that staff receive appropriate and up to date training
- Co-ordinating referrals to paediatricians and outside agencies

- Supporting discussions regarding the eligibility of placement requests via EHCP

Head Teacher—Mr How

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.
- Supporting and challenging the SENDCo
- Overview of provision being received for children with SEND and its impact
- Supporting discussions regarding the eligibility of placement requests via EHCP

SEND/Inclusion Governor – Mrs Bennett

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher’s comments, should ask to speak to the SENDCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint please ensure you are speaking with the correct staff member/governor.

Complaint regarding another child	Please speak to class teacher.
Complaint regarding a school policy or procedure	Please speak to EYFS lead, Family Liaison Officer or Inclusion Leader
Complaint Regarding a member of staff	Please speak to Headteacher who may delegate to another member of SLT
Complaint regarding a member of the local governing body	Please email the complaint to the clerk to the LGB – Stuart McDonough
Complaint regarding the Head Teacher	Please email the complaint to the clerk to the LGB – Stuart McDonough
Complaint regarding the Chair Of Governors	Please email the complaint to the clerk to the LGB – Stuart McDonough
Complaint regarding the trust	Please contact complaints@reach2.org

Complaints are expected to be made as soon as possible after an incident arises to address the issue in an appropriate timescale. The school/Trust upholds a two-month time limit in which a complaint can be lodged regarding an incident. Complaints made outside this time limit will not be automatically refused and exceptions will be considered. In the case of any timescales changing, all parties involved will be informed of the changes in a timely manner

Further information regarding how to raise a complaint can be found in the complaints policy which is located in the policy section of the school website. If you require further information or support to access this please get in touch with the school office.

Further Information

Links to Warwickshire Local Offer can be found on our school website or alternatively can be accessed through this address:

https://www.warwickshire.gov.uk/send?gclid=EAIaIQobChMIwfSTvv6s-QIVzeJ3Ch29jAfvEAAYASAAEgitW_D_BwE

If you require any further information or have any questions please do not hesitate to contact the school and ask to speak to your child's teacher or the SENDCo who is:

Mr Tyson

Lower Farm Academy

Milking Lane

Nuneaton

CV10 0FG

02475 267760

Universal Provision

Pupils accessing quality first teaching with no additional support above and beyond their peers.

Universal +

Pupils who are accessing quality first teaching but require some 'short term' interventions to support their learning and development. Pupils may have previously been considered SEND and/or are vulnerable and will be monitored by their class teacher. Parents are notified by the class teacher of support that has been put in place. SENDco is aware of these children.

Monitored

Pupils who are being monitored at school level. A degree of support is being given to help them access their learning and progress – this is monitored closely with targets reviewed regularly. Children sometimes float between school monitoring here and SEN support. Children who have a diagnosis but are supported by Universal+ level interventions will be placed here. Parents are notified by the class teacher of support that has been put in place. SENDCo is aware of these children.

SEN Support

Pupils who are on the SEND register will be in receipt of SEN support. Parents/carers will be notified by the SENDCo via a letter and asked if they would like to attend an additional meeting. The class teacher would have had discussions with parents / carers prior to this. Needs are assessed through discussions with the teacher, parents and if appropriate the child. The child will have a SEND Passport and Pupil Learning Plan. Parents meet three times a year with SENDCo and half termly with class teacher. SENDCo monitors quality of provision and its impact.

Educational Health Care Plan

An Education Health and Care Plan (EHCP) request is made by either parents or the school and granted by the local authority (only awarded in the most severe and complex cases). Parents / carers are met at least three times a year to evaluate the personalised plan. The third meeting is known as an annual review and all agencies involved with the child are invited to attend. Children will most likely have High Needs Funding.

EHCP

A diagnosis does not automatically meet the requirements for an EHCP. Equally a diagnosis is not always necessary in order to receive an EHC plan. The SENDco can provide further advice regarding this.

This is not a set pattern for identification – some children can miss stages. An EHC Plan is only awarded in the most severe and complex cases and therefore most children stop at SEN Support.

Involving you and your child

You and your child are central to deciding what action to take, what you want it to achieve and whether it's working.

We will:

- ◇ work closely with you and your child to identify your child's needs and support
- ◇ take into account yours and your child's concerns, views, agreed outcomes and next steps
- ◇ include you in any decision to involve specialists
- ◇ share details of the support plan with you and agree a review date
- ◇ ask you and your child for your views when reviewing the personalised plan.