

# SEND Information Report



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



## Our Values



## How will we succeed?



## Statement of Intent

At Lipson Cooperative Academy, we believe all children deserve the very best possible start and we aim to enrich the lives of all our pupils.

Lipson Cooperative Academy is dedicated to providing the best education for all, and the brightest future. Our vision for the school is not complicated, it can be summed up in three words:

**People**

**Quality.**

**Achievement.**

We believe in valuing our people and putting them first. This starts with our students, whose best interests shape every decision we make. However, we also look after and cherish our amazing staff and welcome the contribution of our parents. We are proud of our inspirational curriculum which gives children experiences on which to base their

learning and their future life choices, to a strategic staffing, recruitment and CPD plan. Our research group meets regularly which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

All children with Special Educational Needs and Disabilities (SEND) are welcome at Lipson Cooperative Academy. Full support will be provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. Lipson Cooperative Academy is a fully inclusive school providing an outstanding and caring education so all pupils can achieve their potential.

Parents/Carers and pupils are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets. Members of the Inclusion Team are always available to offer advice, give recommendations and answer any questions that Parents/Carers may have regarding the Special Educational Needs or wellbeing of their child. The Academy uses specialist strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEN to ensure that everyone is a 'teacher of SEN'.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENDCo who is part of the Senior Leadership team and who has completed or is currently completing the National Award for SEN Coordination.
- Have a named Governor for SEND.
- Have a SEND Information Report and SEND policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEND peer reviews.
- Ensure pupils with SEND have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school has a reporting mechanism for SEN.

In addition, we will use the following guiding principles as part of our work in supporting children with SEND:

- First, all staff are aware of the SEND students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEND is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop SEN students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEN pupils.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.

- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Contact Details

Special Educational Needs Coordinator (SENCO)	Helen Green <a href="mailto:hgreen@lipson.plymouth.sch.uk">mailto:hgreen@lipson.plymouth.sch.uk</a> 01752 671318
Staff member with overall responsibility for pupils with Medical Needs	Kaye Murdoch <a href="mailto:kmurdoch@lipson.plymouth.sch.uk">mailto:kmurdoch@lipson.plymouth.sch.uk</a>
SEN Governor	Stuart Koehler-Lewis
Where is the Local Authority's Local Offer published?	<a href="https://www.plymouthonlinedirectory.com/plymouthlocaloffer">https://www.plymouthonlinedirectory.com/plymouthlocaloffer</a>
Contact details for support services for parents of pupils with Special Educational Needs.	Plymouth Information Advice and Support for SEND (PIAS) <a href="https://www.plymouthias.org.uk/">https://www.plymouthias.org.uk/</a> 01752 258933 <a href="mailto:pias@plymouth.gov.uk">pias@plymouth.gov.uk</a>

## Implementation

Questions	School Response
<b>What kinds of special educational needs are provided for at Lipson Cooperative Academy?</b>	<p>Lipson Cooperative Academy is a mainstream, inclusive school for children aged 11-18 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Speech, Language and Communication needs</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Difficulties</li> <li>• Children on the Autistic Spectrum</li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEN of pupils at this school. For children with an</p>

	<p>EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> <li>• it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,</li> <li>• Or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul> <p>Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>
<p><b>What are the policies for identifying children with SEND and assessing their needs?</b></p>	<p>We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENCO coordinate this work across the whole Academy. All children are different so every child is unique with their learning journey. Teachers continually track the progress of all children in their class. They have regular discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Teachers and teaching assistants can discuss any concerns they have as and when needed with the SENCO.</p> <p>There are many ways that we may identify a SEND for example:</p> <ul style="list-style-type: none"> <li>• Liaising with all primary schools to ensure that information on children transitioning into the Academy is shared effectively.</li> <li>• Teachers carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties.</li> <li>• Parents may raise concerns about their child.</li> <li>• Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.</li> <li>• Pupils views</li> <li>• Review attendance and exclusion data for students with SEND</li> </ul>
<p><b>How does Lipson Cooperative Academy evaluate the effectiveness of the provision for children with SEND?</b></p>	<p>Subject leaders and the SENDCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil interviews.</p> <p>The effectiveness of interventions are measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the Teachers, SENDCo and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through the ‘Team Around Me’ process or an ‘Early Help Assessment’, the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p>

	<p>Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>Mrs Green reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body.</p>
<p><b>What are the arrangements for assessing and reviewing children's progress towards outcomes?</b></p>	<p>As an Academy, we track and analyse children's progress in learning against expected progress three times a year. The class teacher continually assesses children and notes areas where they are improving and where further support is needed.</p> <p>Where specific needs are apparent, the Academy has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Plymouth Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.</p> <div data-bbox="469 938 1430 1603" data-label="Diagram"> <p><b>Universal Support, typical pupil characteristics:</b></p> <ul style="list-style-type: none"> <li>• Pupils operate broadly within the expected range of abilities for their age, but their progress/development may occur at a somewhat slower pace than that of other pupils. Barriers to accessing education are supported.</li> <li>• Pupils remain part of the mainstream teaching timetable for all activities</li> <li>• Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupils' needs</li> </ul> <p><b>Targeted Support, typical pupil characteristics</b></p> <ul style="list-style-type: none"> <li>• Pupils' progress with learning and development is at a very slow rate and additional support is needed to achieve this. There are identified barriers to accessing education.</li> <li>• Pupils may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers</li> <li>• Interventions and/or provision (group or individual) have been identified</li> </ul> <p><b>Specialist Support, typical pupil characteristics:</b></p> <ul style="list-style-type: none"> <li>• Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Barriers to accessing education are challenging and persistent.</li> <li>• Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice</li> </ul> </div> <p>For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.</p>
<p><b>What is our approach to teaching children with SEND and adaptations are made to the</b></p>	<p>We have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found <a href="https://www.lipsonco-operativeacademy.coop/Our-Curriculum-1/">https://www.lipsonco-operativeacademy.coop/Our-Curriculum-1/</a></p> <p>We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our Academy. Our highly skilled</p>

**curriculum and the learning environment for children with SEND?**

teachers will use techniques such as scaffolding and chunking to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND pupils' needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the children. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

What would high quality targeted classroom teaching look like for my child?

- The teacher would have the highest possible expectations for your child and all pupils in the class
- That all teaching is built on what your child already knows, can do and can understand
- Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson.
- Specific strategies (that may be suggested by the SENDCo or professionals) are in place to support your child to learn.
- Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress

The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEN in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants.

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the student themselves.

We are fully committed to ensuring that the Academy is accessible to all children and will always be happy to discuss individual requirements where necessary. The Academy has a number of ways in which it is accessible to all:

- Designated disabled parking space in the main car park
- Accessible toilet facilities
- A lift situated on the lower level to provide access to the upper level.
- The Academy grounds and outdoor learning are accessible for all children.

Please see our accessibility policy for further details.

<p><b>What additional support for learning is available to pupils with special educational needs?</b></p>	<p>When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings.</p> <p>The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.</p> <p>If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors</p> <p>.</p>
<p><b>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</b></p>	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.</p>
<p><b>What support does the school provide for improving emotional and social development?</b></p>	<p>All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned induction process ensures that through meetings with primary settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children.</p> <p>The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development.</p> <p>We use a Trauma Informed approach to support children's emotional needs. We have TISUK trained practitioners working in our school. Our Positive Behaviour Management Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view behaviour as a form of communication.</p> <p>The school is a very calm environment because of the clear routines and structures in place across the school.</p>
<p><b>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</b></p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practise both nationally and locally. Our regular in-house CPD (Continual professional development) programme offers training around all aspects of Teaching and learning with a focus on key aspects of SEND.</p> <p>We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers</p>



	<p>are teachers of children with special educational needs’ to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. The SENDCo is currently studying for the NASENCO award and all Academy staff receive training when required.</p> <p>The SENDCo attends termly SENDCo updates to keep abreast of current legislation and practices. The school works closely with a range of external agencies supporting individuals and groups of children who struggle with anxiety, managing their emotions and attitudes to learning. We also have access to a trained Therapy Dog (Bess) who helps regulate our pupils.</p> <p>There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:</p> <ul style="list-style-type: none"> <li>• The Communication and Interaction Team (CIT)</li> <li>• NHS Speech and Language Therapists (SaLT)</li> <li>• The Educational Psychology Service</li> <li>• School Nursing Service</li> <li>• Child Development Centre</li> <li>• Multi-Agency Support Team (MAST)</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Educational Welfare Officer</li> <li>• Barnardo's</li> <li>• Social Care</li> <li>• Learning Mentor</li> <li>• Art Therapist</li> <li>• Outdoor Learning Therapist</li> <li>• Plymouth Information Advice and Support Service (PIAS)</li> <li>• Health Visitor</li> <li>• Portage</li> <li>• ATAN (Advisory Teacher for Additional Needs)</li> </ul>
<p><b>How do we secure the equipment and facilities needed to support pupils with SEND?</b></p>	<p>The SENDCo oversees the SEND budget and commissions services. As needs of students and cohorts are identified or change, specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCo, for example buying Reader pens to support identified students.</p> <p>We work closely with Occupational Therapists and acting on advice from them, a number of pupils have access to learning aids such as writing slopes, ergonomic pens, wedge cushions or pencil grips. Other pupils have been enabled through the use of tablets or Dictaphones to record their learning.</p> <p>Our schools are wheelchair accessible and we have disabled toilet facilities. We have an accessibility plan which is reviewed regularly.</p>



	<p>If appropriate we would access further support and advice from outside agencies through the TAM/EHAT process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.</p>
<p><b>How do we consult with the parents of children with SEND and involve them in their child's education?</b></p>	<p>From the very beginning of any child's educational journey with us, we work hard to engage parents and carers and build positive home-school relationships. We know that parents and carers know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. Parents and carers can contact teachers and any member of the Inclusion Team at the school at any point and if a longer conversation is felt necessary then an appointment can be made. Arrangements can be made to speak in more detail to the Head of Year or SENDCo at any time by appointment or by emailing the year group account.</p> <p>Our universal offer also includes the progress of all children being reported to parents verbally three times per year and in writing through Annual Reports at the end of every academic year. These reports also include information about any intervention support the child is receiving.</p> <p>Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents. The TAM (Team Around Me) process allows for a close working relationship between the school and parents.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p>
<p><b>How do we consult with children with SEND and involve them in their education?</b></p>	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, teaching assistants and school leaders are always available to listen to children's opinions, questions and points of view. The SENDCo spends time with individuals to gain their thoughts as part of the annual review and the TAM processes.</p> <p>Children are helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with children and their parents/carers.</p>
<p><b>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</b></p>	<p>If a parent of a child with special educational needs has a concern regarding their child's provisions they are encouraged to speak to the SENDCo or Assistant SENDCo. Alternatively, they can contact the appropriate Head of Year. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>If you have any concerns regarding your child's learning, she can be contacted directly via the Academy email address, <a href="mailto:hgreen@lipson.plymouth.sch.uk">hgreen@lipson.plymouth.sch.uk</a> or an appointment can be</p>

	<p>made to see her through our admin team. If you would like to make a complaint, then please follow the Academy's complaints policy</p> <p><a href="https://www.lipsonco-operativeacademy.coop/docs/Policies/2021-22/TWMAT-Complaints-Policy-November-2021.pdf">https://www.lipsonco-operativeacademy.coop/docs/Policies/2021-22/TWMAT-Complaints-Policy-November-2021.pdf</a></p>
<p><b>How do we involve outside agencies in meeting children's SEND and supporting their families?</b></p>	<p>We have established relationships with outside agencies including the Educational Psychology Services and health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p> <p>For young people who are looked after by the local authority and have SEN, we will work alongside the Plymouth/Devon Virtual School to champion the individual needs of all care-experienced children and young people, enabling them to learn, aspire, thrive and achieve their maximum potential. We will work alongside them to provide exceptional support and encouragement so that they:</p> <ul style="list-style-type: none"> <li>● Experience stability, feel safe, are cared for, valued, supported and trusted.</li> <li>● Are confident, have a strong sense of identity and are empowered to be independent to enjoy learning and have fun.</li> <li>● Achieve well, both academically and socially and reach their full potential.</li> <li>● Be proud of who they are, who they are becoming and to own their story.</li> </ul>
<p><b>How will children be supported when moving to a new class or when joining or leaving the Academy?</b></p>	<p>A number of strategies are in place to enable effective pupil's transition. These include:</p> <p><b>On entry:-</b></p> <ul style="list-style-type: none"> <li>• A planned programme of visits for pupils. An Enhanced transition is available in addition to the induction for those who need it and a Summer school runs in the holidays prior to starting year 7. Additional visits are arranged if needed Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine</li> <li>• If pupils are transferring from another school, the previous school records will be requested immediately.</li> </ul> <p><b>Transition to a new school in Year 6</b></p> <ul style="list-style-type: none"> <li>• Transition days are generally arranged for pupils with SEN depending on need.</li> <li>• The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice.</li> </ul>

	<ul style="list-style-type: none"> <li>Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered.</li> <li>Accompanied visits to other providers may be arranged as appropriate, depending on the secondary school's COVID 19 risk assessment.</li> </ul>
<p><b>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</b></p>	<p>The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website:  <a href="https://www.plymouthonlinedirectory.com">https://www.plymouthonlinedirectory.com</a></p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; -  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a></p>
<p><b>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</b></p>	<p>All teachers are responsible for:</p> <ul style="list-style-type: none"> <li>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCo know as necessary.</li> <li>Contributing to Academy Based Support Plans, based on the smaller steps of progress needed for success and sharing and reviewing these with parents at least once a term.</li> <li>Personalised high quality teaching of your child</li> <li>Ensuring that the School's Information report and policy is followed in their classroom for all pupils with SEN</li> </ul> <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> <li>Developing and reviewing the Schools SEN Information Report and Policy</li> <li>Co-ordinating all of the support for pupils with SEN</li> <li>Ensuring that you are: <ul style="list-style-type: none"> <li>I) Involved in supporting your child's learning</li> <li>II) Kept informed about the support your child is receiving</li> <li>III) Involved in reviewing how your child is doing]</li> </ul> </li> <li>liaising with all other professionals who may be coming in to school to support your child</li> <li>Updating the schools SEN Register and making sure that the records of your child's progress are kept up to date</li> <li>Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress.</li> </ul> <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>The day to day management of all aspects of the school; this includes the support for pupils with SEND.</li> <li>The Headteacher will make sure that the governing body is kept up to date about issues relating to SEN.</li> </ul> <p>The SEND Governor is responsible for:</p>

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|  | <ul style="list-style-type: none"><li>• Making sure the necessary support is given for any child with SEND that attends the school.</li></ul> |
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## Impact

What has gone well this year?

- All SEN pupils are accessing our broad and ambitious curriculum which is captured through learning walks and pupil voice which demonstrate that children and young people feel supported and happy in their setting;
- Families and children identified as SEN Support have been supported by the Inclusion Team and offered external support
- We have a high level of expertise in supporting pupils with SEND;
- We continue to deliver a range of interventions to support students in accessing a Broad and Balanced curriculum
- We have developed a Trauma Informed approach across the school which has seen a reduction in the number of Unacceptable Behaviour cards that have been given out to SEN pupils.
- We have developed strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for pupils with SEN.
- We have continued to develop stronger links with our feeder primary schools to ensure a quality transition for all pupils.