



Ackton Pastures Primary Academy

SEND Local Offer

September 2019

This report is contributing to Wakefield Local Authority's Local Offer.

At Ackton Pastures Primary Academy we pride ourselves on an inclusive ethos where the needs of the individual pupil are paramount. We adhere to the admissions policy of Wakefield Local Authority. We hope you find the following information useful.

1. How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?

All children's progress - academic, social and emotional - is continually monitored by class teachers and the Senior Leadership Team (SLT) within the school. If a pupil's progress is causing concern then these concerns are raised with parents and the child may be closely monitored within the classroom or become involved in an appropriate intervention. If there is no improvement after an agreed period of time the teacher, parents and SENDCo will consider all of the information gathered from within the school about the child's progress. Children are only identified as potentially having SEND if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching. When it is decided that a child does have SEND, the decision is recorded in the schools SEND register and the child's parents are informed that special educational provision is being made.

If you have concerns about your child's progress then we would encourage parents to initially speak with the class teacher. Further meetings may then be arranged with the Special Educational Needs Co-ordinator (SENDCo). At Ackton Pastures Primary Academy the SENDCo is Miss A Bustard.

2. How will school staff support my child?

Class teachers plan for every child within their class and children with special educational needs may be given a Supporting Me To Learn plans (SMTLP) in order to meet their needs. The plan has key targets which are small, measurable and relevant. The targets may include strategies to support both parents and staff within school who may work with the child. The plan also utilises advice from any outside agencies who may be involved with the child. The child is able to identify areas he or she wants to work on and this is shared with parents/carers. SMTLP are reviewed termly with the child and shared with parents. All correspondence about any child is passed to the school's SENDCO.

The school also has a designated School Governor who monitors SEN across the school. The SENDCO meets regularly with external agencies such as the Educational Psychologist, Communication and Interaction Team, Pre - 5 service, Speech and Language, SEMH, and the school's own Family Mentor. Any child needing support will be identified to the relevant professionals and given the necessary support. If a child requires additional support from an external agency, then school, with the permission of the parents, will put in a referral.

3. How will the curriculum be matched to my child's needs?

Through 'Quality First Teaching', Ackton Pastures Primary Academy provides a curriculum to meet the needs of all children. All lessons offer the challenge and support necessary for each child to learn and where necessary differentiation occurs through planned activities, appropriately framed questioning or the support given. However, on occasions, a child may require more specific activities working in a small group or individualised support.

4. How will I know how my child is doing and how will you help me to support my child's learning?

We operate an open door policy at our school. There is an opportunity at the start or the end of the school day to briefly discuss your child and also arrange an appointment to meet your child's class teacher or the SENDCo. Pupil Progress meetings are held during the autumn and spring term, to discuss your child's progress. Parents of those children are invited to termly meetings with the class teacher which provide opportunities to discuss and review their targets. Strategies are discussed at these meeting for parents/carers to support their child's learning and teachers are available to discuss any concerns or issues throughout the school week. All children are tracked using school's data tracking.

5. What support will there be for my child's overall well-being?

The school ensures that all children are supported socially and pastorally by staff who know their children.

Ackton Pastures Primary Academy offers a wide range of activities both within school and the community to support their social and emotional development such as school visits, educational trips, links with the community and a range of cultural visits.

The school has a Health, Safety and Welfare policy which supports parents/carers with the management of their child's medication within school. If a child comes into school with a specific need, the school nurse will provide the relevant staff with training. The school also trains identified staff as first aiders and so we always have trained staff on any visit outside of school.

The school has a Behaviour Policy which is known, used and adhered to by all staff across the school this policy outlines the high expectations of children's learning and behaviour and the support from parents/carers. Children who need specific support with their behaviour will be identified and support will be provided. This support may range from additional support in the classroom, to interventions and support from the Social Emotional and Mental Health team or Family Mentor. Good behaviour is celebrated across school through our classroom champion certificates and

recognition boards. Good attendance is celebrated across school in 'Friday's Celebration Assembly'. Children who achieve a full attendance for the whole year are invited to the end of year celebration. School will ring home to query a child's non-attendance at school. School uses an Education Welfare Officer (EWO) who will support school and parents with ensuring children attend school regularly and on time.

6. What specialist services and expertise are available at or accessed by the school?

School employs trained staff to educate and care for children throughout their primary years. Staff training is updated regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and key emotional problems children may experience. School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include speech and language, child psychology, the schools counselling service, CAMHS, Behaviour Support, Early Years, Social Services, Paediatricians and the school nurse.

7. What are the options for staff training?

All staff receive regular training from the health service around key medical issues which could arise for children e.g. delivering physiotherapy to individual pupils. Certain staff are trained in First Aid and are strategically placed around school. The SENDCO attends LA training which is then shared with all staff. A number of staff are Team-Teach trained which provides staff with 'a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.' The SENDCo provides in-house training on developing strategies and classroom practice as well as specific requests from staff, or as necessary to support a particular child or group of children.

8. How will my child be included in activities outside the classroom including school trips?

The school is fully-inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation by all children and parents are fully-informed as to the trips and activities open to every child. Some of the trips and educational visits may be subsidised by the school to ensure all children can access these extra-curricular activities.

9. How accessible is the school environment?

Where possible, the school makes reasonable adjustments to the school's buildings in order to make them accessible for those with disabilities. The school has wide doorways and corridors for wheel chair access, and the playgrounds are accessible by a ramp as well as by steps. There is a disabled toilet facility in school, as well as disabled parking spaces. There is use of specialist equipment for specific children. The use of computers and laptops/ipads enable all children to have access to new technologies to support their learning.

10. How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

School encourages parents and children to visit and meet their new teacher prior to joining the school. A member of the SLT will either show the child and parents around school or be available to answer any questions.

A meeting is held in the summer term to share information between staff at Ackton Pastures and Castleford Academy to support the transition of Year 6 pupils.

Some children may also benefit from a Child Centred Transitional meeting which will be attended by appropriate staff from the school and the high school in the summer term.

11. How are the schools resources allocated and matched to children's special educational needs?

Formula funding is received from DfE to support pupils with SEND in school. The expenditure can be planned by school to meet the needs of pupils within the school. A portion of this formula funding is intended to support both existing SEND pupils with low cost/high incidence SEN.

Some children present with SEND that require support beyond that which can be met with formula funding alone. For these pupils, professionals and parents/carers complete a My Support Plan which ultimately leads to an assessment for an Educational, Health and Care Plan (EHCP).

For pupils with EHCPs, the first £6000 of support for pupils is met by the formula funding school receives. The school may receive additional funding (known as top up) agreed through the SEN panel (for high costs pupils) commensurate with a child's level of need.

SEND funding provides the mainstream support that the majority of children require. For example it contributes to the costs of training provided by outside agencies, additional external agency support such as speech and language therapy and play therapy, smaller class sizes and for support staff to work in class/ small group work, specialist resources which may be required - e.g. specialist chairs, lap tops, ICT software as well as time for teachers to complete meaningful individual education plans with the child and share with parents.

12. How is the decision made about what type and how much support my child will receive?

The school curriculum is differentiated to meet the needs of all children and this differentiation can take the form of: targeted questions, a change to the curriculum, support within the classroom by the class teacher or support staff and on occasions the format in which tasks are given may be different. After discussing a child's specific needs alongside the parents/carers and the child, the decision to give children extra support is determined in the first instance by the class teacher. He/she will make that decision if it is felt a child is not making sufficient progress in any particular area. Depending on the need, the class teacher will make the decision how to support a child. If a class teacher decides that a child needs more specialised help or more targeted support he/she will speak to the SENDCO, who will determine if specialist advice is needed. The specialist support will be dependent on the need of the child but the professional involved could include: Speech and Language support, Educational Psychologist support, CAMHS support and school has access to a Family Mentor in school.

13. Who can I contact for further information?

School has an 'open door' policy which means all staff are available every morning to meet their class and at this point parents/carers can ask for a meeting to discuss their child with the class teacher. If parents/carers felt that they wanted to discuss their child and their specific needs or any concerns they may have they can either, make an appointment to see the Head Teacher, or SENDCO within the school. If parents are dissatisfied with the school's response then Wakefield's Parent Partnership service can become involved.

If you are considering sending your child to Ackton Pastures Primary Academy please contact us via phone, 01977 802322 to make an appointment to arrange a visit to the school. During the visit you may be given a tour of the school by either a Senior Leader or the administration staff. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

Ackton Pastures Primary Academy Local Offer			
	Whole School Provision Quality First Teaching	Targeted Support for individuals and small groups Short / Medium Term	Specialised Individual Support Medium / Long Term
Learning Curriculum	Broad band differentiation Visual timetable displayed Reinforcement of instruction verbally	SaLT programmes from SaLT therapist employed by school Programmes of work (Early Birds, Third Space Learning, Speed Up)	SaLT programmes from SaLT therapist
Support	Teachers, Nursery Nurses and Teaching Assistants working with the whole class. Peer support Advice sought from BSS, EPS, CIAT.	A number of staff are Team Teach trained. Teachers, Nursery Nurses and Teaching Assistants working with small groups to deliver specified interventions. Advice from CIAT, BSS and EPS applied. Pro-vision support at lunchtime for KS1 and KS2 to support positive play.	Individual risk assessments in place. Teachers, Nursery Nurses and Teaching Assistants working with children on a 1:1 basis. Targets set by external agencies - EPS, CIAT, SEMH. Home school communication book.
Teaching Approaches	Differentiation of tasks Differentiation of resources	Teacher focus / guided groups	Targets from SMTLP Individualised curriculum. Social stories Workstation activities
Physical	specific medical information about individuals shared and then displayed	Fit To Learn	Health Care plans in place for pupils Specialist equipment to

	<p>in strategic areas eg. staffroom. Medication kept securely in school but accessible to administer to children. Outdoor continuous provision in EY. After school sports club. EY provision for fine / gross motor: Dough Disco Squiggle whilst you Wiggle</p>		<p>support pupils with specific needs It's In A Bag intervention Advice and intervention from Hearing Impaired and Visually Impaired team Advice from occupational therapist and physiotherapy teams</p>
Well Being / Emotional	<p>School Rules 'The Three As' consistently reinforced Relationships curriculum Substance awareness</p>	<p>Small group intervention with Learning Mentor programmes eg. Time to Talk, Lego therapy</p>	<p>Bespoke work with Learning Mentor CAMHS intervention</p>
Transition	<p>STARS meetings for children new to nursery Transition meetings between existing and new teachers in the summer term prior to transition in September Transition meetings and days for children transferring to high school</p>	<p>Vulnerable Y6 pupils have additional support when transitioning to high school</p>	<p>1:1 sessions for children entering school who are not able to access as a typically developing child meetings with families to agree appropriate phased entry to school to meet needs of individual child</p>