



## Outwood Primary Academy Ledger Lane

### SEND Information Report

Our Academy vision is “Children First.” We put our children at the heart of everything we do. We believe in “raising standards and transforming lives”.

At Outwood Primary Academy Ledger Lane all children are equally valued and we believe that each child should have the opportunity to reach their full potential, whatever their age, ability, gender, race or background. We place a high importance on developing the whole child through a broad and balanced curriculum, high expectations and suitable targets. Our curriculum is matched to the learning needs of individual pupils and inclusion is at the heart of everything we do. We strive to provide exciting, challenging experiences and high quality teaching and learning within a happy, supportive environment. We believe in encouraging children to respect and value themselves and celebrate their achievements.

Children with Special Education Needs make good progress at this Academy.

*The school provides additional support for those at risk of falling behind. Pupils with special educational needs, and the very small numbers for whom English is an additional language, make particularly good progress. Some achieve outstandingly well. This is due to the very well-targeted support they receive, illustrating the Academy’s commitment to ensuring equality of opportunity for all.”*

OFSTED, May 2014

|                     | <b>Whole Academy Approach</b>   | <b>Targeted support for individuals or small groups</b>   | <b>Specialised individual support</b>  |
|---------------------|---|---|--|
| Learning Curriculum | <p>Support Assistants in every class</p> <p>Visual timetables</p> <p>Differentiated curriculum</p> <p>Differentiated resources</p> <p>Stimulating learning environment</p> <p>Positive reward system</p> <p>Consistent consequence system</p> <p>Praising Stars © system – feedback to parents half-termly.</p>                         | <p>Targeted intervention strategies to meet the needs of individual pupils. These include academic, physical and social skills.</p> <p>Praising Stars © system to notify parents.</p>   | <p>Specific speech and language, OT and physio programmes run to meet the needs of the child.</p>                      |
| Support             | <p>Family learning sessions available to parents within the Primary Academy Family.</p> <p>Support Assistants in every class.</p> <p>Parent / teacher meeting scheduled twice a year.</p> <p>The Academy likes to foster a good relationship between home and school. Staff will be available to discuss any concerns with parents.</p> | <p>Intervention groups delivered by trained support staff under the direction and monitoring of class teacher / SLT.</p> <p>The Academy provides personalised support depending on the needs of the child, including parent meetings and updates.</p> | <p>Individual Support Assistants focussing on bespoke targets to meet needs.</p> <p>Regular meetings with parents.</p> |

|                        |   |   |  |
|------------------------|---|---|--|
| Teaching Approaches    | Staff vary teaching approaches depending on the needs of all learners.  | Staff vary teaching approaches depending on the needs of all learners.  | Staff vary teaching approaches depending on the needs of all learners. |
| Physical and Emotional | The Academy is fully compliant with the DDA regulations.  | Intervention groups to match needs of individual children may include: gross and fine motor skills, positive people, socially speaking, time to talk, music interaction, Fit to Learn, Speed Up!, anger management and Academy bespoke interventions. | Specific needs met by trained support staff.                           |
| Well Being             | Social, Emotional Aspects of Learning taught throughout the school.<br>Fitbods, school council, anti-bullying council, playtime buddy system/mentor system, after school sports clubs and events. | Social skills groups etc.   | Specific needs met by trained support staff.<br>Circle of friends.     |

### **How does the school know if my child needs extra help?**

Teaching is differentiated to meet the needs of all learners within the classroom setting. Individual progress is rigorously monitored and tracked half-termly. Pupils who are identified as requiring additional input are then targeted for focussed small group interventions.

### **What should I do if I think my child has Special Education Needs?**

Parents are very welcome to discuss their concerns with the class teacher which, when at an appropriate stage, may include discussion with the Special Educational Needs Co-ordinator (SENDCo). The SENDCo is available to talk through any concerns and will make referrals to the appropriate agencies when necessary. We pride ourselves on our welcoming and listening approach.

### **How will the school support my child?**

The school offers a targeted response to the needs of the individual pupil, overseen by the teacher and SENDCo. Where appropriate, the curriculum is differentiated for individual needs and additional support is put in place. The Academy has a designated governor for SEN who is in regular contact to monitor the effectiveness of SEND support practises.

### **How will I know how my child is doing?**

The Academy uses a Praising Stars © report system which informs parents of their child's progress every half-term. There are also parent / teacher consultation meetings which are held twice a year at which individual needs and children's progress is discussed and evaluated. Additionally, the progress of those children with identified additional special educational needs are discussed and reviewed in more depth at appropriate intervals throughout the year.

### **How are the Academy's resources allocated and matched to the children's Special Educational Needs?**

The Academy's SEND budget is allocated so as to provide specialist equipment / resources and the delivery of appropriate interventions. Where additional top-up funding has been allocated by the Local Authority, the Academy identifies the best way to spend the money depending on the needs of the children to whom it has been allocated.

### **How is the decision made about what type and how much support my children will receive?**

Every half-term, progress is monitored and children's individual needs are identified. Interventions are planned to match the needs of the children and these are evaluated regularly to ensure they are positively impacting on progress.

### **How Accessible is the school?**

Our school is all on one level with accessible facilities for wheelchair users. We make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential.

### **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?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **If your child is joining our school:**

- The Academy follows the local authority Admissions Policy. Parents of any children wanting to attend the Academy should contact the Central Admissions Office in Wakefield.
- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- A member of the Senior Management Team will be available to answer any questions.

### **If your child is moving child to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance.
- Your child will have transition visits to meet the class teacher and become familiar with their new classroom.

### **In Year 6:**

- The teacher and SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

### **The following policies can be found on our website:**

Accessibility plan

SEND Policy

Admissions Policy

### **Who can I contact for further information?**

For parents who are considering whether their child would join this Academy, and feel that they would like to discuss their child's specific needs, please contact:

Mrs R Skirrow

Vice Principal

01924 303825