

SEND Information Report
2021-2022
Review date: September 2022

The guide to our provision for children with Special Educational Needs and Disability at Lime Academy Watergall

What are the kinds of special educational needs for which provision is made at Lime Academy Watergall?

Lime Academy Watergall is a mainstream primary school with approximately 340 children on roll. We cater for children aged 4 - 11 years. The National Curriculum is followed and appropriately paced and differentiated.

Lime Academy Watergall is a member of the Lime Trust.

The 2021-2022 cohort of students at Lime Academy Watergall has the following categories of needs as outlined on the SEND Code of Practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health needs
- Physical and/or sensory

14% of pupils on roll in 2020-2021 were identified as SEND.

Admissions to the school are managed by the local authority, who will liaise with Lime Academy Watergall.

Identification of SEND at our School

How do we identify that a child has a special educational need?

- Information from your child's pre-school or present school.
- Reports from Professionals.
- Parent/carer concerns.
- Assessments carried out within the school setting.
- Observations of the children within school.
- At Lime Academy Watergall we have a graduated approach to identifying and supporting children with additional needs.

If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue?

- If you have a concern about your child's development or an area of learning, you can discuss this with your class teacher and/or Mr Harfield who is the Special Educational Needs Coordinator (SENCO).
- Where a member of staff has a concern about a child's development or a difficulty, they will discuss the concern with you the parent first. The teacher will have a discussion with the SENCO or complete an initial concern form and share this with the SENCO to help identify what the specific difficulty is. The SENCO will help support the class teacher to adapt what they do in class to help your child overcome that difficulty. The initial concerns form is the start of the process to support your child if they are underachieving and identify the support that they might need in order to get to where they should be for their age or that they may have a Special Educational Need.
- The class teacher and SENCO will meet with you, the parent, to discuss the issue and tell you what the barrier to learning is and what they are going to try with your child help to overcome that barrier.
- The process can be summed up by – Assess, Plan, Do, Review. You will be part of this process so you can see how your child is doing and what the staff who work with your child are doing to help close the gap with where your child is and where they should be for their age.
- If after one or two cycles of Assess, Plan, Do, Review we all agree that there is an Special educational need, we will discuss this with you and add your child to the SEN register which means we recognise that your child has a global difficulty (across all areas of learning) or a specific difficulty with learning and that we are addressing this through targeted provision from the class teacher or additional support teaching assistant. Where necessary, external agencies will be used to ensure that the provision is appropriate for your child's needs and will help them make progress. The class teacher and the SENCO will monitor your child's progress.

How do we encourage you to raise your concerns?	<ul style="list-style-type: none"> • You can raise concerns at any time about your child by discussing concerns with the class teacher and/or the Special Educational Needs Coordinator (SENCO). • During the Autumn and Summer terms Parents' Evening takes place when your child's progress and attainment is discussed along with any difficulties they may be having and what we are doing to support your child and meet their needs.
Support for your Child	
Who will oversee the education plan for my child and explain it to me and my child?	<ul style="list-style-type: none"> • All children on the SEND register have a plan that is written by the class teacher and this is monitored by the SENCO. This plan outlines their needs and strategies that are used to meet those needs. This is known as an Assess, Plan Do, Review cycle. These will be shared with you at Parents' evening where we ask for your views and we hope that you will talk to us about any concerns or successes at any time through the school year. • Children with an Education, Health and Care plan will have an individual provision plan to ensure that all the outcomes on the EHC plan are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome.
Who will be working with my child?	<ul style="list-style-type: none"> • Class teacher is responsible for ensuring your child's needs are met. • Teaching Assistants (directed by the class teacher). • The SENCO will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you the parent, the child and the teacher. • If your child has a speech or language difficulty the Speech and Language therapist may be visiting school each half term to review the progress with a specific programme and adapt the programme as your child makes progress.

	<ul style="list-style-type: none"> • Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child’s needs are being met. All outside agencies are accessed through a referral process which requires your consent. • The Autism Advisory Teaching Service offer support to individual teachers who have children with Autism in their class. • Sensory support team also visit to support children with visual impairment. • We have support from either the Local Authority Educational Psychology Service or a qualified Educational Psychologist who works with the SENCO, teacher and parents to unpick needs to help improve your child’s attainment and progress and wellbeing.
<p>How does my child know how they are getting on with their learning?</p>	<ul style="list-style-type: none"> • Every day your child will receive written and/or verbal feedback on their learning. Feedback will help to move their learning forward and help demonstrate their understanding further. The marking and feedback is a crucial part for each individual child. Some children may receive oral feedback instead or as well depending on what suits the child.
<p>How will the Academy monitor the effectiveness of its SEND arrangements and provision?</p>	<ul style="list-style-type: none"> • Regular review of the progress the children have made at half termly Pupil Progress Meetings • Regular learning walks and observations by the Senior Leadership Team. • The school carries out quality assurance in the form of a detailed Audit of Provision, training and staffing. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met.
<p>What are the roles and responsibilities of our Governors?</p>	<p>The governors fulfil their statutory duties by: -</p> <ul style="list-style-type: none"> • Ensuring a SEND policy reflects the current Code of Practice. • Supporting and challenging the school to ensure the school has an effective provision for pupils with SEND need.

	<ul style="list-style-type: none"> • Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced. • Oversee the school's funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel and resources.
<p>Curriculum Concerns</p>	
<p>What is Lime Academy Watergall's approach to differentiation?</p>	<ul style="list-style-type: none"> • Quality First Teaching will be the main focus and from this effective differentiation will enable your child to participate fully in all aspects of learning to make the best possible progress. • Staff plan according to children's needs and requirements in the classroom. • All staff who work with your child in school are aware of your child's requirements. • Staff are able to meet the needs of the children by applying the strategies suggested within the plans.
<p>How is extra support allocated to meet children's needs and requirements?</p>	<p>These needs may be met through:</p> <ul style="list-style-type: none"> • Class teacher planning carefully to meet your child's needs. This may be breaking the learning into smaller chunks or steps, giving your child resources that help explain the task better or make it easier to answer the questions asked. • In class support with short targeted support from the Teacher or Teaching Assistant. • Pupil progress meetings – interventions are identified each half term to ensure progress is carefully monitored and accelerated where possible to help narrow the gap.

Partnership: Planning, Monitoring and Review

What do we offer at Lime Academy Watergall, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?

- You will meet with the class teacher to discuss your child's progress, review their achievements and targets during the Autumn and Summer terms. The class teacher will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an APDR – Assess, Plan, Do, Review. Your views and your child's views will be part of this process.
- If your child has an Education, Health and Care plan we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change.
- Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with at any time should you have any concerns about your child.
- Regular 'drop in' coffee meetings for parents of pupil's identified as SEND who can meet informally with the SENCO and information is shared.

General Support for Wellbeing

How do we offer pastoral, medical and social support to the children at Lime Academy Watergall?

- Children are supported by the class teacher and the Teaching Assistants within the classroom overseeing the well-being of children on a day-to day basis.
 - The SENCO oversees the pastoral, medical and social support of all pupils. The Community Engagement Officer also supports the SENCO in the pastoral needs of pupils.
 - We liaise with Health professionals to ensure care plans are in place for children with medical needs.
 - Individual Health Care Plans: Plans are written in collaboration with parents/carers for pupils with disabilities or ongoing medical conditions which require medication or reasonable adjustments and reviewed/updated as appropriate.
 - Key staff have basic first aid training and key EYFS staff have specific Paediatric First aid training and these members of staff are called upon to support children when necessary
- Other support and intervention:
- Lunchtime and after school clubs
 - Assemblies

How do we encourage our children to contribute their views?	<ul style="list-style-type: none"> • Before or during Parents evening we review the APDR (Assess, Plan, Do and Review) targets with your child so that we understand that our provision is right and working for each child. • Class teacher discussions. • Termly discussion with the SENCO.
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Specialist Services/ Expertise Available

Our school accesses the following services	<ul style="list-style-type: none"> • Educational Psychologist Service • Autism Advisory Teaching Service • Sensory support team – visual and hearing impairments • School Nurse • Speech & Language Therapy Service • Occupational Therapy Service • Child & Adolescent Mental Health Service • Physiotherapy • Specialist teachers
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Training

Staff Qualifications	<ul style="list-style-type: none"> • All teachers hold QTS with Honours degrees. • The majority of Teaching Assistants are First Aid trained. • The Assistant Headteacher for Inclusion is Mental Health First Aid trained. • The Assistant Headteacher for Inclusion has the National Award for SENCOs qualification. He is also a supervisor and marker for the National Award for SENCOs.
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<p>What training have staff received recently?</p>	<ul style="list-style-type: none"> • Precision Teaching and working memory training by SENCO. • 4 members of staff are Team Teach trained. • EYFS and Key stage 1 staff have received Read Write Inc training which is an approach to teaching Phonics, reading and write which is used in Foundation and Key stage 1 classes. • All staff received Safeguarding training in September 2021. • Teacher and TA training for specific health needs • TAs are trained to deliver specific Speech and Language Therapy sessions under the guidance of the Speech and Language Therapist. • Word Aware training. • Soundfield Training (equipment for hearing impaired pupils). • Staff CPD cycle incorporates training for meeting the needs of all learners, refining questioning for pupils with SEND and making reasonable adjustments to ensure all children can succeed. • As part of Pupil Progress meetings books are scrutinised with leaders to ensure that there is consistency in marking and high expectations for all. • Attention Autism training. • Sensory processing workshops.
<p>We plan to undertake the following training/ disability awareness sessions(s).</p>	<ul style="list-style-type: none"> • Training is organised and linked to the needs within the school. • All staff have access to Educare training courses to further develop their knowledge and understanding through online learning. • Teachers have weekly staff inset linked to the curriculum and other educational concerns.
<p>Accessibility</p>	
<p>We provide the following to ensure that all children/ young people in our school can access all of the activities offered.</p>	<ul style="list-style-type: none"> • The school is wheelchair friendly and ensures that children are able to move around the school. • Within the school building we have a large disabled toilet which has a shower room and changing facilities.

	<ul style="list-style-type: none"> Teachers and Teaching Assistants take account of a child's individual needs and may support with specific resources e.g. visual aids.
We enable children to access all activities by	<ul style="list-style-type: none"> Ensuring all of the building and classrooms are accessible to all the children. Using visuals to support with communication and understanding . Adults are supportive of the needs of the children. Pre-planning for trips and visits to ensure children can access learning beyond the classroom. Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum.
We involve parents and carers in the planning by	<ul style="list-style-type: none"> Transition meetings are held between parents, the current setting, professionals and the school. Annual Reviews ensure that parents/carers are involved the children's education. Meeting in person or communicating by telephone. Parents evenings.
Parents and carers can give their feedback by;	<ul style="list-style-type: none"> Each term attending parent/carers evening. Parent Questionnaires are given out at least annually. Annual Reviews parent/carers views are included. Teachers are available each day to speak to Parents at the beginning and end of the school day.
Parents/carers can make a complaint by	<ul style="list-style-type: none"> On the website there is the "Complaints Policy" which informs parents/carers what to do if they have a complaint. They can also request a copy from the school office.
Transitions	
What arrangements help children and their parents to make a successful transfer to Lime Academy Watergall?	<ul style="list-style-type: none"> Parents of the children coming into Reception are invited into meetings within school. Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from school. The children are invited to visits to the school before the term begins. With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at Lime Academy Watergall.

How do we prepare children to make their next move?	<ul style="list-style-type: none"> • Have “Move-up” days whereby children go to the new classroom with the new teacher. • Using Social Stories to support transition (where appropriate). • Provide children with a picture of their teacher, other important adults to them and their new classroom to talk about over the holiday period. • With Y6 a visit to the new school happens in July and staff from the secondary schools come and meet the children but also informally speak to the staff at Lime Academy Watergall. • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed.
Resource Allocation	
Our SEND budget is allocated according to	The needs of the children.
Funding is matched to SEND by	The trust oversees budget decisions and these are shared with governors for their information and comments as part of their monitoring.
Our decision making process when matching support to need is	Decided by the Senior Leadership Team
Parents/ carers are involved through	The Annual Reviews, Parent’s evenings
Contact Details	
Who should I contact if I want to discuss my child’s progress or difficulties?	<ul style="list-style-type: none"> • Your child’s class teacher is always your first point of contact. They are always available to speak to each morning in the playground when the children arrive at school and you can arrange an appointment to see them later after school should you wish to. • Head of Year for your child’s year group. • Assistant Headteacher for SEND, Safeguarding and Inclusion (and SENCO) is available to discuss any issues or concerns about your child’s welfare, their learning needs or medical needs.
Who is the SENCO?	<ul style="list-style-type: none"> • Our Special Educational Needs Coordinator is James Harfield who is Assistant Headteacher for SEND, Safeguarding and inclusion. <ul style="list-style-type: none"> - Email: james.harfield@limetrust.org - Telephone: 01733 264238
Useful contacts	<ul style="list-style-type: none"> • Attendance Officer: Diana Green

<p>What other external support services for information or advice are there?</p>	<ul style="list-style-type: none">• Community Engagement Officer: Suzanne Collins (2 days a week)• Educational Psychologist Drop-In Service. The Educational Psychology team offer a support consultation service based at the City Care Centre.• Parent Partnership Officer – Mar01733 863979• Family Voice – www.familyvoice.org• IPSEA – Independent Parental Special Education Advice www.ipsea.org.uk• Peterborough Local Offer - https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8
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