

Special Educational Needs and Disabilities (SEND) Information Report for Parents

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Bayside Academy is a mainstream primary Academy for 4—11 year old students covering Key Stage 1 and 2.

The Bayside Academy SEND Information report for parents lets you understand how we support all young people with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential, to be included fully within all aspects of the Academy community and to make successful key transitions from KS1 and KS2 ready for secondary school education.

The SEND Information report for parents is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. Bayside Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

Bayside Academy is committed to working with Academy staff, students, parents and appropriate external agencies in the assessment and review of students. A SEND register of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCC).

Inclusion /SEND Register

All students within the Academy are on our Inclusion Register which is regularly updated and accessed by all staff within the Academy. In addition Bayside Academy hold a SEND Register which identifies students who have any additional needs, this includes; students with learning difficulties (e.g. Dyslexia, Dyscalculia), Looked After Children (LAC), English as Additional Language (EAL), Exam Support, Vulnerable. The SEND Register outlines how to support students with these difficulties through Quality First Teaching.

We are committed to early identification and monitoring of Special Educational Needs and Disabilities and adopt a graduated four part cycle to meeting the needs of all of our students in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review (please see the next page for further details on this).

Students identified as SEND are either:

SEND support – Where students are identified as requiring support/interventions additional to high quality teaching and differentiation. These students will be placed on the SEND register by a code of K and where appropriate strategies of support will be provided through a Student Information Passport.

Education, Health and Care Plans (EHCP) — The purpose of an ECHP is to make special educational provision to meet the Special Educational Needs of the student to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. These are replacing the old 'Statement' process.

The 4 Areas of Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical Needs

Ways to identify difficulties

- Transition work and meetings with Nursey schools
- Consultation with staff, parents and students
- Baselines assessments, Cops assessment, Salford Reading Test, Boxhall assessment, Vernon Spelling Test
- Liaison with Parents/Carers
- Teacher assessments

Assess

If the previously mentioned ways to identify difficulties suggest that the learner is not making expected progress despite high quality teaching, the class teacher will consult with the SENDCO through **stage 1** of the protocol for Teacher Identification of a Student Concern (TISC) referral form.

Stage 2 of TISC involves the SENDCO completing part 2 on the SEN Support referral form reviewing the provision in place for the student and the potential need for further assessments.



Plan

Stage 3 is carried out if a student is not making enough progress. The class teacher, Inclusion Lead and parents will work together to solve the problems and plan the next steps. These may be further interventions or referrals to outside agencies but will mostly lead to the completion of a Student Information Passport. This will be written by the teacher in consultation with the student, parents/carers and the Inclusion Lead when appropriate. The student may then be placed at SEND Support level (K) and placed on the SEND Register if additional interventions are needed and parents are informed of this.



Do

Stage 4 is the quality of teaching for students with SEND, and the progress made by students, is a core part of the Academy's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the responsibility of teachers to use the Student Information Passport and ensure they use the strategies and information to inform their planning and teaching. Identified interventions will be put in place by the class with the support of the Inclusion Lead.

Staff are offered relevant opportunities for training in Special Educational Needs and Disabilities.



Review

Interventions will be reviewed termly by the class teacher with the support of the Inclusion Lead. Student Information Passports and Care Plans will be reviewed. Evidence of progress will come from termly assessments which feed into the Pupil Progress Tracker.

If, despite significant intervention at SEN Support level, and if the Academy has evidence that a

In Class Support

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. The quality of teaching for students and the progress made by students, is a core part of the Academy's teaching and learning standards.

This is **high quality teaching** – differentiating for individual students is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from TA's (Teaching Assistants) or additional interventions.

When planning, teachers will set high expectations and provide opportunities for all students to achieve.

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals.

Where needed additional support maybe provided in class by TA's (Teaching Assistants).

Teachers will use strategies identified on the Student Information Passports to help with differentiation and teaching

Training:

All teachers in the academy are highly trained teachers (or in the process of obtaining QTS) who have access to a range of support and training opportunities across the year. The academy has a training plan for all staff to

Some students may require additional support depending on their needs.

Interventions may include:

- Reading intervention
- Phonics intervention
- Speech and Language Support
- EAL support
- School Nurse
- Inclusion referral Process
- Time Out Card
- Screening for Dyslexia
- Mentoring by a specific member of staff
- Inclusion Lead intervention

Specific interventions for students with social and emotional developmental needs:

- Pastoral worker support, offering group and individually tailored pastoral support
- Safeguarding pastoral support

Pupil Passports, Care Plans and Positive Behaviour Plans are written and shared with staff through the inclusion register. They identify:

- Areas of need,
- Strengths
- Most importantly strategies of support to be used to support students.

Teachers use these documents to plan, differentiate for and assess students with SEND.

Teaching Assistants

The Academies Teaching Assistants support students with SEND. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis.

Allocation of TA's in class is based on student need and entitlement. Priority is given to support students with an EHCP and core subjects.

TA works under the direction of a teacher, the teacher has ultimate responsibility for the student's learning.

During assessment of a student a referral may be made to an external agency requesting additional and / or further assessment. Referrals can be made to:

- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Pediatrician
- Children and Young People Social Care (CYPSC)
- Child and Adolescent Mental Health (CAMHS)
- Safer Schools Community Team

Bayside Academy works in partnership with students and their parents / carers to help and support their learning both in and out of the Academy.

Students and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the students is at the centre of the process, discussing with the Inclusion Lead and / or class teacher what support is needed.

Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

Teachers report on student progress by sending home a mid-year report in the spring term and an annual progress report at the end of the summer term.

The Academy is fully accessible to all individuals:

- Lifts
- Adjustable working areas available where needed
- Disabled toilets

What happens if I am worried or have concerns about my child's provision?

Talking through your concerns with the Inclusion Lead, Mrs C.Moore will help identify what the outstanding concerns or worries are and how we can best help. If you still cannot agree, you are encouraged to speak to the Academy Principal Mr R.Warren or Vice Principal Mrs H. Easthope.