

Special Educational Needs Information

At Delce Academy we strive to support all children to enable them to achieve.

AIMS

We want:

Our children to be engaged and inspired by a rich and varied curriculum to prepare them for a successful future

Our staff to seek continuous self-improvement and put the children first

Our governors and community to grasp opportunities to help us achieve it

VALUES

Respect

Perseverance

Aspiration

Honesty

Positivity

The Inclusion Team consists of:

Miss Karen Lacey (HT Inclusion)

Mrs Carlie Tyler (Home School Support Worker - HSSW)

The Pastoral Team

The Inclusion and Behaviour Support Team

Roles & Responsibilities of the Inclusion Team.

Mrs Karen Lacey (HT inclusion)

As HT Inclusion I am responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with AEN. The Senior Leadership Team and myself will liaise with staff to monitor the pupil progress and plan further interventions when required. We regularly have contact with a wide range of external agencies who are able to give more specialist advice. Other responsibilities can be seen in the new Special Educational Needs Code of Practice.

If a pupil is not progressing as expected, we may seek a range of assessments in order to identify any potential problems.

These may include:

The Pearson Dyslexia Screening Test – Used to test children who may have dyslexia or dyscalculia following concerns raised by class teachers or parents.

The British Picture Vocabulary Scale (BPVS) To look at the child's internal language – the words they know & understand. We use this test if we are concerned about a child's comprehension skills. Also used as part of a package of tests if there have been concerns about a child's lack of progress or a parent has raised a concern.

Non-Verbal Reasoning Test. Used to ascertain a child's ability where there may be a problem with the child's language.

Speechlink/ Language Link Used to test a child if there is a concern raised regarding spoken/receptive language and speech production.

We may also ask our in house Speech and language Therapist or our in house Occupational Therapist to complete informal or formal assessments if these are seen as necessary.

Mrs Carlie Tyler (Home School Support Worker)

I am the Home School Support Worker at Delce Academy.

I aim to provide links between school staff, families, pupils and external services in a supportive, friendly and professional manner to enrich school and home life for our children and families. I also monitor attendance.

I regularly support families with mediation, budgeting, family routines and any other needs that arise.

I endeavour to help children achieve by helping them to overcome barriers to learning, be that working on friendship difficulties, attendance, or self-esteem problems, through to family worries such as bereavement, relationship changes and other challenges.

There are many AEN terms that are abbreviated which can lead to confusion (even for us!)

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AFL	Assessment for Learning
AHT	Assistant Head Teacher
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EH	Early Help
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC or CLA	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PLP	Personalised Learning Plan
PT	Precision Teaching
SaLT	Speech & Language Therapy
SEMH	Social Emotional And Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Pupil Premium

What is Pupil Premium? The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

What will it do?

- The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local setting.

Frequently Asked Questions

1. How does Delce Academy know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, staff, other agencies or the pupil's previous school
- there is lack of progress as shown through assessments, work scrutiny and development
- there is a change in the pupil's behaviour
- a pupil or parent/ carer asks for help
- every child will be discussed at progress meetings
- a class teacher has completed relevant paperwork expressing concerns about a child

What should I do if I think my child may have special educational needs?

- If you have concerns, then contact your child's teacher who will refer to appropriate agencies

2. How will I know how Delce Academy supports my child?

- Each pupil's learning is planned by the class teacher. Planning will be differentiated accordingly to suit pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills and they do not progress at the expected rate within the classroom then the pupil will be placed in a small focus group or receive precision teaching. This will be planned by the teacher and delivered by the inclusion team in most cases. The length of time of the intervention will vary according to needs of the child. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

- These interventions will be recorded on the provision map (this is a record of the interventions and timings). If you have any queries related to the interventions, please do not hesitate to contact the class teacher.
- Pupil Progress Meetings are held each term. This is a meeting where the year group team meets with the Head teachers and Leadership team to discuss the progress of the pupils in their phase. This shared discussion highlights any problems in order for further support to be planned via the provision map and amend and review pupil's targets.
- Occasionally a pupil may need more expert support from an outside agency. This is discussed at In-School Review / AEN clinics/ professionals meeting/EH. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.
- In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE

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

- Curriculum planning is shared between staff to cater for the range of needs and abilities within the class
- Curriculum planning is shared between staff to cater for the range of needs and abilities within the class, and learning opportunities are planned to meet a range of learning styles
- Assessment for Learning takes place in all lessons to ensure that pupil needs are being identified, addressed and plans are adapted in the moment to develop learning
- Feedback may include 'closing the gap' activity work to address individual or group gaps / misconceptions in learning
- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- The inclusion team may be allocated to work with the pupil in a small focus group mostly within the classroom to target more specific needs
- If appropriate and in consultation with other agencies, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

4. How will I know how my child is doing?

- The school operates an 'open door' policy and welcomes parent and carer/staff communication
- You will be able to discuss your child's progress at Parents' evenings
- Appointments can be made to speak in more detail to the class teacher, Head of Inclusion or Leadership Team by visiting the school office
- You will receive an annual written report in Term 6 which will give you feedback on your child's learning, progress and specific needs

- Personalised Learning Plans are shared with parents, often through Parent meetings and other meeting. Targets are usually set by the class teacher and are monitored by AEN staff. Parents/carers are welcome to contribute to these plans

How will you help me to support my child's learning?

- Every child is expected to complete homework which takes the form of weekly spellings and mental maths activities (tested in class) and termly topic work. Additional home learning activities may be given to support children's individual targets
- The class teacher may suggest ways of supporting your child's learning at parents' evening, other meetings and through homework activities
- Staff may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs
- Sometimes outside agencies may provide reports and strategies for parents to use with their children. We encourage parents to share this work with staff
- Parent/carer workshops are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchange
- The school regularly publicises local parent events organised by other agencies and will signpost to appropriate support
- Parents of children who have received support from the inclusions team are invited to complete annual evaluations to help us further develop our services
- You may be required to support your child as part of the school's behaviour policy

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

- The school offers a wide variety of pastoral support for children and families
- Children are encouraged to exhibit termly taught British Values
- Members of staff such as the class teacher, inclusion team, students and volunteers, Leadership team and HSSW are readily available for pupils who wish to discuss issues and concerns
- Children can access personalised support for their wellbeing through 1-1 and small group support, provided by members of staff
- Pupils who find lunchtimes a struggle are able to join the Lunchtime Club run by the inclusion team. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships
- Staff are trained and supported to manage children with different needs
- Therapeutic support will be offered in consultation with parents and carers and will be provided through our art therapists
- Children will have the opportunity to update their school support plans

Pupils with medical needs

- On entry to school, pupils with medical needs complete a detailed Health Care Plan with a member of the office staff in consultation with parents/carers. These are shared with all staff who are involved with the pupil. These are all updated annually
- Staff are trained in use of diabetic equipment, epipens, asthma medication, childhood illnesses and allergies. Medical needs documents are updated annually
- Where necessary and in agreement with parents/carers medicines are administered in school. Parents and carers must complete the appropriate documentation and at least two members of staff administer the medication
- If a child's medical needs require monitoring or further investigation the school nurse is available to support

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

The services used by the school include:

- Tri4you
- Young Carers
- Freedom Programme
- Triple P Parenting
- Understanding Your Child
- Incredible Years
- CAB - Citizens Advice Bureau
- CAP - Christians Against Poverty
- Counselling Services
- CAMHS/ CHYPS
- Kent Autistic Trust
- Educational Psychologist ☐ School Support Group
- Specialist School Provision
- ASSA (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Medway Advisory Teachers
- Inclusion Team at Medway
- Social Care
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- MAGIC (Medway Autism Group & Information Centre)
- Community Child Health at Medway Hospital (Paediatricians)
- School Nurse
- Childminders and nurseries
- Children's Centres
- Health Visitors
- Dog Therapy
- Holiday Group
- Mid Kent College
- University of Kent

- Medway Council
- Forest School
- Other local schools
- Specialist outreach services

7. What training have the staff supporting children and young people with SEND had or are having?

- Teaching staff receive regular training opportunities related to SEND.
- AEN clinics are held every term which provide staff with opportunities for bespoke training in personalised strategies
- Newly Qualified teachers receive induction in aspects of SEND and have opportunities to review their development throughout the year
- Specific members of staff have personalised areas of expertise such as speech and language, motor skills, EAL, social and emotional and behaviour management

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

- Activities and school trips are available to all
- Risk assessments are carried out and procedures are put in place to enable all children to participate
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity

9. How accessible is the school environment?

- As a school we are happy to discuss individual access requirements
- Ramps into school to make the building accessible to all
- Toilets adapted for disabled users
- We have an Accessibility Plan which is reviewed annually by Governors

a. How will the school prepare and support my child when joining Delce Academy or transferring to a new school?

Delce Academy understands that moving schools can be unsettling and we have a lot of families who have experienced high levels of mobility. Therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Parents and carers are offered a tour of the school to ensure that we are the right choice for their child. This includes sharing information about our mission, vision and values and identifying areas of risk that may require further support
- Communication between the previous or receiving schools prior to the pupil joining/leaving. This includes details about pupil performance, need and previous support.
- All induction paperwork is reviewed by Leadership team and class teacher to ensure that the pupil is correctly placed and targets are set consistently. Should an induction meeting be required, key members of staff will contribute.
- Home visits are made as and when required and all local pre-school providers are visited by school staff for pre-induction information sharing.
- Transition and induction arrangements can be personalised to meet need.
- All year 6 children attend local transition sessions arranged by the secondary schools. Further sessions are arranged for vulnerable pupils.
- Information is shared through documentation and meetings and secondary school staff visit pupils prior to them joining their new school.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support, resources or training dependant on pupil need.
- Additional provision is allocated at pupil progress meetings, AEN clinics or following a CAF / professionals meeting.
- Pupil Premium payments are used to support pupils' learning.

11. How is the decision made about how much support my child will receive?

- Termly pupil progress meeting ascertains the level of support a child receives
- When a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. they will be placed in a small focus group or receive precision teaching. This will be planned by the teacher and delivered by the inclusion team. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

12. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents' evenings
- during discussions with the inclusion team or other professionals
- other meetings such as Early Help and Annual Review (for children with a statement of special educational needs / EHC plan)

13. Who can I contact for further information?

If you wish to discuss your child's educational needs further, please contact one of the following:

- Your child's class teacher
- Mrs Tyler –HSSW
- Miss Karen Lacey – Head of School Inclusion
- All of these above may be contacted through the office

Admissions

Delce Academy's over subscription criteria includes children with health reasons for attending the school. Medical evidence must be provided which demonstrates a specific health reason which requires a child to attend the school. Children with AEN are not discriminated against under the school's admission policy.

Access Arrangement – see school's accessibility plan.