



SEND

School Information

Report

September 2024

Review September 2025

Firbeck Academy is an inclusive school where diversity is celebrated. The school motto is Work Hard, Be Kind. Firbeck is a special place where we seek to meet the best interests of the individual children in our care. By providing a caring ethos within a wide range of learning opportunities, staff aim to enthuse children to enjoy learning whilst developing the skills which will support them in growing up to be caring, independent, responsible people and life-long learners.

This document outlines the provision for pupils with SEND at Firbeck Academy and contains information relating to how the SEND policy is implemented in the context of the school.

What is SEND and SEND support?

SEND stands for **s**pecial **e**ducational **n**eeds and, or **d**isability.

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (CHILD) of the same age.’

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about my child’s difficulties with learning / SEND?

The class teacher has responsibility for:

- checking on the progress of your child and ensuring that learning needs are being met
- identifying, planning and delivering the adapted curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school’s SEND Policy is followed in their classroom.

Firbeck Academy

SENDCo: Catherine Cheung.

SEND Governor: Jenni Wright

They are responsible for:

- developing and reviewing the school’s SEND Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school’s SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child’s progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child’s learning
- kept informed about the support your child is receiving

- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:

When identifying the nature of the special educational needs of a child, four broad areas of need are considered. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that a child may need support in more than one of these areas.

How are Children & Young People with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/ class teachers make regular assessments of progress for all children. From this, the school is able to identify a child who is making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENDCo and class teacher, to consider all the information gathered from within the school.

Parents/carers will be notified by a school, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of a graduated approach which consists of a four-part cycle:

Assess: an analysis of the child's needs will be carried out by the subject teacher & SENDCo. Outside agencies may also be involved.

Plan: if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed.

Do: interventions/support will be delivered.

Review: the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents through this process.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved and that all children have access to Quality First Teaching. The school has a training plan for all staff to improve the teaching and learning of all children including those with SEND. This includes whole school training on SEND issues. Teachers adapt planning to support the needs of all children. Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum. Teachers and other adults in the classroom work together to give targeted support according to a particular child's needs. Strategies which may be suggested by the SENDCo or other professionals working with each child are in place to support teaching and learning.

Specific group work intervention. This could be for communication (speaking and listening), writing, reading, spelling, numeracy, social skills, physical skills, behaviour skills and emotional well-being. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment. These will be put in place in order to meet the individual needs of a specific child. Examples would be:

Adapting the Classroom Environment

Using adapted resources

Use of computing (including technologies such as Whiteboard presentations)

Using visual aids

Use of coloured overlays.

Use of sensory resources.

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist, behaviour support team, or the learning support team. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

All children' progress is continually monitored by class teachers, SENDCo and Senior Leadership Teams. Progress is reviewed at regular intervals and formally once each term. If your child is at SEND Support or has an EHC Plan, you will have the opportunity to speak to subject teachers at a parents'/carers' evening as well as regular points throughout the year.

The progress of a child with an EHC Plan is formally reviewed at an annual review.

The SENDCo will also monitor the effectiveness of and the progress being made as a result of an intervention being offered. Interventions will be delivered on a short-term bases which will be reviewed and revisited or continued dependant on need and progress.

Evaluating Effectiveness

The SENDCo and Senior Leadership Team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. A graduated approach will be used to ensure appropriate support and intervention are in place at an appropriate time.

How should I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. If you have concerns that your child has an unmet special educational need after speaking to your child's class teacher, you should contact the SENDCo.

What support is there for my child's overall wellbeing?

At Firbeck Academy a range of support is available, based on individual need, for example, a soft start, ELSA sessions, friendship groups, buddy systems and peer mentoring may be offered after referral and assessment. All children complete sessions using the My Happy Mind Programme which helps children to understand their brain and the functions of the brain. It helps them to understand their emotions and to build on key skills such as resilience, self-confidence and self-belief and understanding others. All parents have access to the My Happy Mind app to develop and explore well-being concepts at home and to further embed knowledge and skills addressed in school.

Firbeck Academy also work closely with the Mental Health Support Team. Through a referral system support can be offered to individuals and groups of children to address mental health needs. Weekly 'drop in' sessions are also offered to all children with a qualified member of staff.

How is SEND support allocated to CHILD at our School?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to a child of the same age.': Children who are underachieving and failing to meet targets have interventions in and out of class. Children are moved on to SEND support and placed on the SEND register, when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets, or are still showing difficulties above those of peers. A graduated approach would be used in terms of support offered so that the correct support is given at the correct time.

A school budget is received from Nottingham City Local Authority, which includes funding to support children with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding'. Higher Level Needs Funding (HLN) can be applied for at set points throughout the year to support children who require a higher level of intervention, provision or adult support. The allocation and amount of funding given is decided by the Local Authority.

Who else could support your child with SEND?

Directly funded by the school:

Teachers

Teaching Assistants funded from SEND budget who support in class and deliver programmes designed to meet individual and group needs

Carers

Adults leading interventions

Educational Psychology Service / Inclusive Education Service / ASD Team / Behaviour Support Team/ Educational Welfare Officer

Paid for centrally by LA/Health Service:

Speech and Language Therapy

Occupational Therapy

Multi-agency teams

Support Services for the Hearing, Physically & Visually impaired children.

Community Learning Disabilities Team
Child and Adolescent Mental Health Service (CAMHS)
Social Care
The nursing service
Physiotherapy Service
MHST (Mental health Support Team)
BeU Notts. (SEMH support service.)

Process of applying for support for outside agencies.

Firbeck Academy pays for packages of support for Educational psychology, Behaviour support team, the ASD team and the inclusive education service (Cognition and learning). As part of the graduated approach and where necessary referrals will be made to the appropriate team for consultation.

Voluntary Sector:

Disability Direct
Parent Partnership
Rainbow Careers Forum
Ask Iris
And many more

For more information go to the Local Offer;

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

What support do we have for you as a parent/carer of a child with SEND?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

Class teachers, SENDCo Support are available to discuss issues, as appropriate to their roles in school. Your child's target will be reviewed 3 times a year, we will work with you to plan and review these via parent consultation meetings.

We will hold meetings with outside professionals where and when appropriate

We hold yearly information evenings/open evenings.

We will share information with you about parent/carer support groups/forums.

Our Family Support Assistant, Gill Maguire, can advise on a wide range of home and school issues and can signpost you to services as appropriate.

How does the school support CHILD with medical conditions?

The school follows '**Supporting pupils at school with medical conditions. Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Appropriate staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEND?

An accessibility policy is available to gain further information. At Firbeck Academy, the school is all on one level, this makes all areas accessible for wheelchair users. There are disabled parking

spaces and toilet facilities. Teaching resources and equipment used are equally accessible to all children. After school and extra-curricular provision is accessible to all children including those with SEND. All children are encouraged to attend and participate fully. All children have an equal opportunity to go on all school visits, extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school's SENDCo and ensure they know about any special arrangements and support that needs to be made for your child. All records about your child are passed on as soon as possible. Transition visits are encouraged and supported as appropriate. Staff from the new school are welcomed into school to observe the child and to talk to staff who are familiar with the child.

When moving classes in school:

Information will be passed on to new teachers. All relevant information will be shared. Pen portraits, profiles and targets will be discussed and continued as appropriate to ensure continuity of provision.

Starting school

Starting FS1

Gradual transition visits into FS1 involving parents/carers. Sharing records. Stay and play sessions and visits to the current setting will take place as appropriate. Discussions will take place between parents/carers and key staff.

Starting FS2

Visits to pre-school will take place as appropriate. Parents visits into FS2 prior to children starting. Sharing records. Stay and play sessions and visits to the current setting will take place as appropriate. Discussions will take place between parents/carers and key staff.

Starting Key Stage 1/2

Visits to school plus any additional visits that are required.

Parent meetings

Sharing of records

Transition meetings will be held.

Transition from Key Stage 2 to Key Stage 3:

Members of secondary schools will visit your child's primary school.

Transition meeting with staff from both schools

Record sharing

Enhanced transition, which includes visits and activities with designated members of staff, including support from the ASD team

Extra support for tests, assessments and examinations will be considered as and when necessary

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council and the inclusion council. If your child has an EHC Plan or personal SEND Targets, they will be involved in writing and reviewing their own Outcomes. All children have the opportunity to complete a questionnaire about aspects of the school on an annual basis.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

Quality First Teaching

Writing & Reviewing SEND Targets

ADHD

ASD

Dyslexia

Social and Emotional aspects of learning

Safeguarding

Social, emotional, mental health well-being.

Trauma

Attachment

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues. If you still want to complain please see our complaints policy.

Firbeck Academy

SENDCo	Catherine Cheung	September 2024
Executive Head Teacher	Celia Smith	September 2024
SEND Governor	Jenni Wright	September 2024

For further information please see our SEND policy which can be found on the Firbeck academy website. Please feel free to contact the school office to make an appointment with Catherine Cheung (SENDCo) if you would like to discuss any of the points mentioned in this report or require any further information.