

SEN Information Report September 2022



Academy Name	Atlas Primary Academy
Date	September 2022
Written by	Mrs Grace Graham
Annual Review Date	September 2023

Introduction and Legal Framework

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must** be updated annually and **any changes to the information occurring during the year must** be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The kinds of Special Educational Needs that are provided for in school

It is a primary aim of Atlas Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The name and contact details of the Special Educational Needs Coordinator SENCO and further contacts for where parents/ carers may have concerns (including Local Offer link)

- **SENCO** – Mrs Grace Graham
- **Principal** – Mr Peter Sturgess
- **DSL** - Mrs Sharon Grant
- **Pastoral Team**
Mrs Vashti Hildrith
Mrs Sharon Grant
Mrs Corina Nicolson

Other contacts within Astrea Academy Trust:

- Jenni Machin, National Leader of Inclusion- jenni.machin@astreaacademytrust.org
- Naomi Reed, Specialist Leader of Behaviour and SEND- naomi.reed@astreaacademytrust.org

Contacts within the Local Authority can be found on the Local Offer website:

- Doncaster Local Offer - [click here](#)
- Doncaster Additional COVID-19 Information – [click here](#)
- Sheffield Local Offer – [click here](#)
- Sheffield Additional COVID-19 Information: [click here](#)
- Barnsley Local Offer - [click here](#)
- Barnsley Additional COVID-19 Information - [click here](#)
- Cambridgeshire Local Offer – [click here](#)
- Cambridgeshire Additional COVID-19 Information – [click here](#)

Policies for identifying children and young people with SEN and assessing their needs:
SEN Policy, Inclusion Policy, Behaviour Policy, Safeguarding Policy, Access Plan, Gifted and Talented Policy, Anti-bullying Policy, Health and Safety Policy,

Procedures for identifying pupils with SEN and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account

Arrangements for consulting parents of children with SEN and involving them in their child's education:

Children who are on SEN support will have SEN support plans put in place during this academic year.

SEN support plans will be reviewed termly and parents will be invited to these meetings.

Parents will be offered longer parent evening slots with their teachers, to be arranged with them.

Arrangements for consulting young people with SEN and involving them in their education

- Children have their Individual Outcomes which they work on in their class.
- Children will be part of reviewing the SEN support plans each term.
- Children will have their own individual profile to record their hopes, aspirations and support.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review:

Children on a SEN support plan will have termly reviews to assess children's progress towards outcomes.

All children's progress will be reviewed every half term by the class teacher and provision evaluated and adapted for the following half term through pupil progress meetings.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood:

Children and parents new to the school are invited to meet staff and experience some time at Atlas Academy school during the summer term. A welcome pack is given containing details of policies and school information from all new parents. Additional meetings with parents and relevant agencies will take place for children needing SEN support at the point where necessary.

In the summer term, all children will visit their new classroom and have a number of transition activities with their new teacher to prepare for the following school year. SEN children may have additional activities and time with their new teacher and teaching assistant to make sure any additional needs can be met from day one.

Some SEN children in year 6 will have additional transitional arrangements in order to ensure a smooth transition to their next school. We want every child to be excited and positive about their new class and know that some children need more support with this than others.

Approach to teaching children and young people with SEN:

At Atlas Academy our practice is inclusive. All staff, whatever their role has a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them and put in place interventions outside the class to close the gap. We also run groups within school to improve attitudes towards learning on a 1:1 or small group basis.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN;

Our school has a broad and balanced curriculum which is adapted and accessible for pupils with SEN.

The Equality Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their peers. Specifically, all pupils have the same access to information, the school environment and the curriculum. Adjustments will be made to ensure lessons are accessible for severe physical difficulty or wheelchair users.

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through out of class interventions. Children on the SEN register also have a SEN support plan time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At

Atlas Academy we ensure every effort is made to allow pupils with SEN to access the curriculum.

Our school Educational Psychologist liaises with the SENCO to identify children and who need additional support and meets with parents and teachers to ensure that suitable provision is in place.

Our school nurse is available to follow up with any health related issues that have become a barrier to children's learning.

Several of our children attend speech and language courses and school liaises with them to ensure strategies are followed up in the classroom.

For children who have issues relating to Mental Health, the school works with CAMHS to secure referrals and follow up any actions necessary.

The SENDCO has successfully completed the nationally recognised qualification in SENDCO Leadership (NASENCO).

Evaluating the effectiveness of the provision made for children and young people with SEN:

All our SEN interventions are reviewed on a half termly basis and analysed to see how successful they have been at improving the learning of our SEN children. Provisions are then continued or adapted depending on how effective they are.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

The school also plans continually to increase access to education for SEND pupils in terms of:

- Increasing the extent to which all pupils can participate in the curriculum and improving the environment in terms of accessibility.
- Support for improving emotional and social development: At Atlas Academy, we are very lucky to have Mrs Grant and Mrs Nicolson. Their job involves providing extra pastoral support arrangements and listening to the views of children and young people with SEN and their parents.

- Each class has regular circle time, where children learn the talking and listening skills needed for their time in school and beyond.
- Atlas takes part in Anti-bullying week and follows a strong programme throughout the year to explore issues around social development and bullying.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

Our school has strong links with our school nurse, the Educational Psychology Service, Educational Welfare and IFSS.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

The school has a robust complaints procedure. Parents with SEN children should first speak with the class teacher. If they are not satisfied with the response, an appointment should be made with the SENCO, Mrs Graham. Lastly, a complaint can be made through the Head of School, following the school's complaints procedure.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Information about our school's contribution to the Local Offer can be found through the following website address:

<http://www.doncasterchildrenandfamilies.info/education-schools.html>