

Through our Christian Values – Friendship, Compassion, Trust & Respect:

We encourage, build and hope together, no-one left behind.

Based on 1 Thessalonians 5:11



Sproatley Endowed C.E. Academy

SEND Information Report

1. **What are the following contact details for your setting/school/academy/college?** (Please provide contact name, telephone number and email address)

	Special Educational Needs Coordinator (SENDCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Miss Anna Uney	Kirsty Mills	Victoria Tippet (Headteacher)
Contact number	01482 811499	01482 811499	01482 811499
Contact email	a.oney@ebor.academy	k.mills@ebor.academy	v.tippet@ebor.academy
Address	Sproatley Endowed C.E. Academy Balk Lane Sproatley East Yorkshire HU11 4PR	Sproatley Endowed C.E. Academy Balk Lane Sproatley East Yorkshire HU11 4PR	Sproatley Endowed C.E. Academy Balk Lane Sproatley East Yorkshire HU11 4PR

2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

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At Sproatley Endowed CE Academy our curriculum is designed to inspire enthusiasm for learning, building on achievement and supporting pupil well-being and happiness.

We aim to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community leaving no child behind and celebrating their uniqueness.

We provide first hand learning experiences that allow children to develop interpersonal skills, develop relationships and build resilience. Our cross-curricular approach fosters a love of nature enabling our children to make meaningful links with their learning whilst Christian Values are explicitly taught and embedded in school life.

We celebrate our own school identity through the unique experiences that our curriculum and community provides. Through our Christian values and our commitment to outdoor learning and pupil wellbeing, we aim to unlock a natural curiosity for knowledge and skills with enhanced opportunities to engage and inspire learning and recognise individuality. We acknowledge success for all children, in all aspects of their development, encourage and build confidence, recognising and celebrating all types of talents.

Our curriculum is rich, broad and balanced- creativity in all areas of life is encouraged and celebrated, while being enhanced through opportunities for stimulating visits, interesting visitors, personalised musical opportunities and much more. Pupils build their global understanding and learn to understand and respect themselves and others, celebrate diversity whilst also building a greater appreciation of the value of possessions and experiences.

Teamwork and responsibility are an essential part of our curriculum and we enable children to take on key roles and learn new skills; building their confidence and resilience while giving opportunities to learn about wider opportunities and career paths to actively raise their aspirations. In this way we prepare them for becoming active and valued members of the wider community now and in the future.

At Sproatley Endowed C.E. Academy we value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for learning. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum and the need for teaching that is fully inclusive so pupils can meet their full potential.

The school aims to:

- reach high levels of achievement for all
- be an inclusive school
- ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, parent and carers
- share a common vision and understanding with all stakeholders
- give transparent resourcing to SEN

- provide curriculum access for all
- work towards inclusion in partnership with other agencies and schools
- achieve a level of staff expertise to meet pupil need

3. The following policies can be found on the academy website.

<https://sproatley.ebor.academy/>

[SEND Policy](#)

[Behaviour Policy](#) [Revised expectations- Sept 2022](#)

[Anti-Bullying Policy](#)

[Health and Safety Policy](#)

[Safeguarding Policy](#)

[Accessibility Plan](#)

4. What is the standard admissions number?

The PAN (pupil admission number) for each intake is 30, however, we currently have year groups of varied size, meaning that we have mixed age classes.

Children and Young People on roll - 109 (full time R-Y6)

Children and Young People with SEND - 23

Children and Young People with a statement/EHCP - 6

For any children with an identified SEN or disability who are going through the admission process, Headteacher and SENDCo are actively involved in the consultation process to ensure that the school can meet the needs of an individual child. Transition support will be organised and appropriate training facilitated where possible/appropriate. Further equipment required can be acquired through a range of external agencies such as SaPTs.

5. How does the school:

- **Identify and assess Children and Young People with SEND?**
- **Evaluate the effectiveness of provision for Children and Young People with SEND?**
- **Assess and review progress of Children and Young People with SEND?**

At Sproatley Academy we support children within all four of the defined areas of need:

- SEMH (Social, Emotional and Mental Health Needs)
- Cognition and Learning
- Communication and Language
- Physical and Medical

All children in school are assessed on entry to the reception year through observational assessments to achieve a baseline. Teaching and learning opportunities are planned to meet the needs of individual children according to their ability from their own starting point. Each term children throughout the school are assessed against the curriculum using teacher assessments and observations and their attainment and progress is carefully monitored.

If the teacher considers, or tests indicate, that your child is not reaching the expected requirements for their age or not making sufficient progress from their personal starting point, intervention within the

classroom is put in place to narrow the gap in their learning. This could be additional resources or adult support.

The first response to emerging needs is adaptive teaching and an inclusive curriculum offer in school that supports the accurate identification of need.

If your child's needs cannot be met in this way, your child may be added to the Monitoring Register and will be regularly reviewed to ascertain whether there is an SEND (Special educational need or disability) present, further testing may take place such as a dyslexia screener or basic concepts test and additional support from a teaching assistant or outside agency, or a specific intervention outside of the classroom, will be put in place.

Following monitoring and reviews, if it is identified that your child has an additional need which required 'support above or different to their peers', the child's name will be placed on the school's SEND register and a TSP (Termly Support Plan) will be written clarifying the access arrangements to be made and the targets against which your child's progress will be measured. These are reviewed three times a year with the pupil, parents/carers and class teacher.

At times it is appropriate for the school to seek the advice of external agencies such as the educational psychologist, speech and language service, occupational therapists, etc. as they are in a position to carry out particular tests to identify more specific conditions/learning difficulties. Your agreement will always be sought before contacting these agencies.

According to [The SEND Code of Conduct \(2015\)](#), SEN is defined as:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provisions to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

All progress from intervention activities is reassessed at the end of a unit of work and your child is observed carefully to ensure new skills are applied in their learning.

Throughout this process the SENCO monitors the pupil's progress and you will be kept informed through the review of your child's TSP or additional meetings/letters/phone calls.

If your child is on the SEN register you will be given the opportunity to discuss your child's progress and discuss any new targets that are set for them. If your child has an EHCP they will have an annual review each year to discuss progress made and new targets to be set. It is at this meeting that outside agencies will be invited to attend to make contributions.

The governor for SEND pupils and other key governors are responsible for looking at anonymised progress and attainment data to check that the school is doing all that it can to meet the needs of pupils with SEND.

6. Who are the best people to talk to in school about a Child or Young person's difficulties with learning/ Special Educational Needs or disability (SEND)?

- The first point of contact is the class teacher. The staff are always happy to discuss your child's progress and any concerns you may have. You can also chat to the Head Teacher (Victoria Tippet) or SENCO (Anna Uney) about any SEN queries you may have.
- Regular SEND Drop In Clinics will offer you the opportunity to chat with the SENDco and other parents in an informal setting, as well as explore resources and support.

7. What are the different types of support available for Children and Young People with SEND in school?

We have many Reading, Writing and Maths interventions that run during school:

- Precision Teaching
- Pre-teaching
- Keep Up - Little Wandle Letters & Sounds programmes.
- Reading for Meaning
- Toe by Toe
- Word Wasp
- Numicon
- Plus 1
- Power of 2
- Lexia

We also have various speech and language/communication programs

- Time to Talk
- Socially Speaking
- Specific Speech and Language Therapies from the SaLT team
- Language for Thinking
- Language for Feeling

We have a trained Wellbeing Lead and ELSA (Ms Keal) who works through the week with children who need to access social/emotional/behavioural support. In order to support children's SEMH needs we:

- act on pupil voice
- tailor support to the individual
- facilitate group support or 1-1 sessions
- conduct Lego Therapy sessions
- work closely with Inclusion Practitioners
- offer support to parents in the community 'Heron' Room
- follow a clear and progressive PSHE curriculum to support the children's understanding
- work closely with the local Children's Centre and their experienced family support workers
- conduct regular triangulation meetings between members of key staff to evaluate support

8. How will the school ensure ALL staff are aware and understand a Child or Young Person's SEND?

To ensure children are known to staff the following systems are in place:

- Transition meetings between year groups.
- Termly Support Plan reviews with all staff, children and parents/carers involved in your child's education
- Termly review of the SEN register with all teaching staff.
- Regular triangulation meetings with wellbeing, safeguarding, PSHCE and SEND leads

Through our PSHCE curriculum, [Anti-Bullying Policy](#) and [SEND Policy](#), staff and children are educated on the importance and value of diversity. Children are taught that differences are an important part of community and that no child should be treated any differently. Children are also supported to understand different needs and disabilities through the use of age appropriate resources and books.

9. How will the school let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

- If there are concerns regarding your child's progress, the class teacher will contact you to discuss progress. If there are further concerns, a meeting may be held between yourself, the class teacher and the SENCO. If your child is to be placed on the SEN register you will receive a Termly Support Plan following this meeting, which outlines the needs identified, enhanced provision in place and measurable, individual targets. Our aim is to keep you informed at all times of your child's progress and the next steps/targets we all wish to work towards achieving.

10. How is support allocated to Children and Young People?

- The headteacher/ SENCO and class teacher will use the information provided by assessments to decide on the intervention required to support individual children. We have several teachers/teaching assistants who are trained to deliver specific interventions.
- In order to promote independence, it is unlikely that your child would be assigned a 1-1 teaching assistant, instead, the focus is on training and supporting staff to adapt support to the needs of individual children, within the classroom.
- Staff and resources will be utilised to ensure that ALL children, with or without an SEN or disability, can access the curriculum, through specific training, equipment and adaptations
- Teachers will be transparent with you in their discussions about the impact of various interventions and the support to be offered to your child – your opinion on these will be taken into account.
- Access arrangements for formal assessments can be applied for by the SENDco/Assessment Lead. These can include tests in Braille, large print, additional time to take the test, a scribe, etc. These will be discussed with you before any application is sent off.

11. How does support move between the key stages?

- Transition meetings and review of TSPs between all year group changes

- SENCO at Sproatley Primary meets with the SENCO at all receiving secondary schools to discuss each child in detail and the support they have had/will receive. Outside agencies are also invited if appropriate.
- Nursery school SENCOs meet with Foundation staff to discuss any pupils and a further meeting with SENCO at Sproatley is arranged if necessary.

12. Which other people and organisations provide services to Children and Young People with SEND in your school?

Sproatley Primary works with the following teams:

- East Riding Early Support Team
- Portage support Team
- Educational Psychologist
- Behaviour Support Team
- SaPTs (Sensory and Physical Teaching Service)
- Sensory Processing Hub
- Speech and Language
- Youth Support Workers
- School Nurse
- Ebor Trust SEND specialists
- Health Visitors
- Neurodiversity Service
- Inclusion Practitioners

13. What training have staff received to support Children and Young People with SEND?

Staff (teachers and teaching assistants) have had access to training opportunities in the following areas:

- Speech and Language
- Lego Therapy
- Socially speaking
- Sensory Circuits
- Autistic Spectrum Awareness
- Working Memory
- Dyslexia awareness & Dyslexia Friendly Classroom Approaches
- Team Teach : Positive Handling Strategies.
- ELSA :Emotional Literacy Support Assistant
- Restorative practice
- Dyscalculia and Maths Anxiety

14. How will teaching be adapted for a Child or Young Person with SEND?

All teachers at Sproatley Primary Academy are teachers of SEND children. Teachers make learning accessible by differentiating activities to confidently meet the needs of all learners. This is done by using various strategies such as different resources, different tasks or additional adults. The first response to

emerging needs is adaptive teaching and an inclusive curriculum offer in school that supports the accurate identification of need. Personalised support plans will be developed as needed for individual children.

[The SEND Code of Conduct \(2015\)](#) supports all staff to be aware of their role and responsibility when teaching children with any additional need.

The application of The Five a Day Approach from the Education Endowment Foundation is a resource which staff use to adapt their teaching practices on a day to day principle.

15. What support is available for parents/ carers of a Child or Young Person with SEND?

We have an open door policy which means you are always welcome to come in and discuss your child's progress or any concerns you have. It is important to us that we work with you and your child, as a team, to secure the best possible outcomes. We are also able to sign post you to various outside agencies which may be able to support you and your child at home/school or offer further advice.

The [SEND Local Offer](#) is also accessible for all parents to seek information and advice.

16. How is the school's physical environment accessible to Children and Young People with SEND?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The school classrooms are fully accessible to pupils with disabilities and have wheelchair access to all the main doors. A wheelchair lift is available up the few steps to the KSI area and library, for access by pupils into all classrooms. We complete an accessibility plan each year to make sure any adaptations are made for pupils who are changing classrooms eg grab rails, footstools for toilets, etc.

17. What facilities are available for Children and Young People with SEND on the school site e.g. special quiet room, lunchtime club?

- We have various clubs available to all children.
- We have spare classrooms across the school which are utilised as quieter rooms for the purpose of specific interventions.
- The Heron Room is an amazing Resource, opened in 2017 it was funded by friends and Trustees of the school. It is a quiet reflective space where children can go if they need time to talk or some specific work to improve their own Wellbeing.
- Specific resources such as chrome books, dictaphones, intervention programmes, lego sets, sensory resources etc are available to support children with specific needs

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the school)

- Pupils with SEND have additional visits put in place for transition between nursery/primary/secondary school and you are able to accompany your child on these visits if you wish.
- Pupils with specific difficulties with transition/change have additional support put in place each year such as extra meetings with their new teacher which you are encouraged to attend.