

Perry Court E-Act Academy SEND Information Report

This is a report on how we support children and young people with Special Educational Needs and Disabilities (SEND) in our academy. It is known as a School Information Report. We also have a SEND policy which can be found here:

<http://www.perrycourtprimary.co.uk/school-policies-information/special-educational-needs-learning-policy>

How do you teach children or young people with special educational needs and disabilities (SEND)?

We provide a graduated response to Special Educational Needs to meet the needs of our children that come under the four broad categories of need:

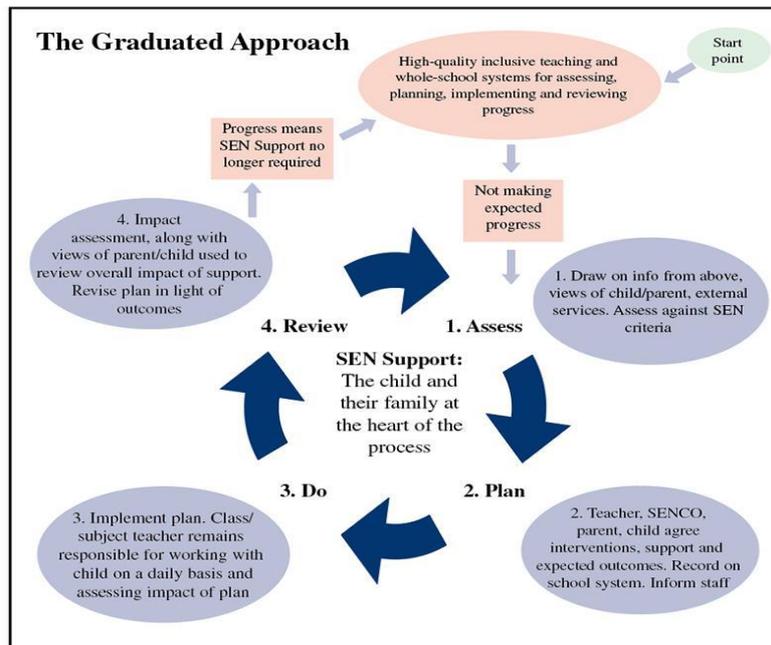
Communication and Interaction

Cognition and Learning

Social, Emotional and Mental health

Physical and/or Sensory

At Perry Court E-Act Academy we do our best to tailor our provision to meet the needs of all our children. Class Teachers will deliver “quality first” teaching for all pupils in their class. Teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. This might initially be through differentiation, which is tailoring class based work to the needs of individual children, including adaptations to the class room environment. There could be equipment or additional prompts that may be made available. Children might have increased adult support either in class, outside the classroom, individually or in small groups. This could be to have additional time to focus on something the class is learning or a specific intervention to improve learning in a particular area. Children might be supported individually or in small groups. In some cases the curriculum offered may need significant adaptations to meet the needs of individual children. If a child is still not progressing at the expected rate, despite these interventions, the child will be added to the SEND register and a group or individual support plan will be put in place for specific intervention. Parents and the child will be involved in discussions and decisions made regarding their provision. If progress continues to be limited, the SENDCo will seek advice from outside professionals.



How do you decide whether a child or young person has SEND?

The school staff including the senior leadership team carefully monitor the achievement of all the children. When a child is not making expected progress in a particular area of learning, including emotional development, the school can quickly identify the need for additional support. Staff might use formal and informal assessment information, observations of children in class and the wider school, information from discussions with children, information from parents, information from previous settings and information from other agencies to help build a picture of your child. Other assessments may be used to help make a decision about whether a child has special educational needs such as Speech and Language Assessments. Parents can raise concerns with their child's class teacher at any time.

Perry Court E-Act Academy's criteria for a child being placed on the SEND register:

- Consistently slow or no progress in a core area of learning.
- Significant attainment gap between child and peer group.
- Persistent behaviour or emotional difficulties.

What 'extras' do you offer children or young people with SEND?

At Perry Court E-Act Academy we deliver BRP reading interventions, speech and language interventions including Talk Boost in the Early Years and KS1 and Maths and English interventions in KS1 and KS2. We currently have Mini-PALS running across the school which uses a programme to support children's self-esteem, behaviour and social and emotional issues. At Perry Court E-Act Academy we also have outside agency support from a Speech and Language Therapist, Educational Psychologist, CAMHs worker, Occupational Therapist and Play Therapist. Parents and Carers are offered support through our Family Support Worker and SENDCo.

How do you make sure children or young people with SEND do well?

At Perry Court E-Act Academy quality first teaching will be provided to all pupils and the class teacher will continually review progress through assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher and shared with parents. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. Alongside the class teacher, the SENDCo and Senior Leadership Team track the progress of all pupils to ensure that good progress is being made.

What facilities do you have to support children or young people with SEND?

The facilities that we have on site at Perry Court E-Act Academy are a speech and language room, a Thrive nurture room, calm room and sensory tent. Break times and lunchtimes are supervised by School Meals Supervisory Assistants so there will always be an adult available that your child knows. Level or ramp access is available to all areas of the school site. Our site is fully wheelchair accessible with wide doors and an accessible toilet. The classrooms are quiet, light and open. There is water available in every classroom and in the corridors.

Do you have staff with specialist training or have 'experts' to support the academy?

Perry Court E-Act Academy staff have undertaken a variety of different training including in Boosting Reading at Primary, Numicon, Attachment Training, Speech and Language and phonics. Good practice is regularly shared at staff meetings and the SENCO attends SEND networks, briefings, conferences and cluster meetings to ensure the school receives the most up to date information regarding SEND, this is then disseminated to other staff. The school has access to its own Speech and Language Therapist from Talk Speech Therapy, a link NHS Speech and Language Therapist, an E-Act Regional Educational Psychologist, a Local Authority Educational Psychologist, School Nurse, Occupational Therapist, Play Therapist and the Bristol Autism Team (BAT).

How do you support the wellbeing of children or young people with SEND?

At Perry Court E-Act Academy a comprehensive Personal, Social, Health, Citizenship and Emotional (PSHE) curriculum promotes children's good health and well-being. All staff, including the lunch time support team, Breakfast Club Team and Office Team, work very hard to identify / respond to concerns raised by other staff, children and parents about children's well-being. The school Behaviour Policy is very comprehensive in the support and rewards offered in school and how children can deal with inappropriate behaviour and bullying. Staff in different phases of the school develop strategies to cater for individual or small group needs. Pastoral support through friendship groups

to develop social skills, self-esteem, improve confidence and tackle anger management issues are run as appropriate by various staff particularly at lunchtimes. There are many staff who are first aiders and trained to administer medicines and deal with other specific medical or self-care needs that children might have. We have accessible toilets and showers in both the infant and junior buildings. We regularly monitor attendance so that any issues are quickly identified. We have a Family Link Worker and Attendance Lead who works to support families where attendance is an issue.

What happens if a child or young person needs specialist equipment, services or support?

The school distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEN, it may be the case that school applies for high needs block funding (Top-Up), which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan being drawn up.

How will I know if my child is doing well in school?

We really want to work closely with parents and therefore make sure we have very effective communication systems in place. We do this through an open door policy to approach class teachers and other key staff in school e.g. the SENDCo. We hold regular meetings including parent's evenings, held three times a year, review meetings for ISP's, Annual reports, Annual Review Meetings, meetings with other professionals e.g. an educational psychologist so that we can review children's progress and plan next steps together.

Do you have 'out of school' or extra curricula activities children and young people can do?

At Perry Court we have a number of extra-curricular activities that our pupils can engage in. We offer various after school sports clubs-including (on a rolling programme) including Football, Tag Rugby, Basketball, Netball, Cricket, Cross Country, Athletics and Dance. These clubs are available to children with SEND and children with non- SEND. Explicit arrangements are made for children with SEND if necessary e.g. wheel chair ramp, specific equipment etc.

How do you support children and young people with transition or 'moving on'?

We work very closely with staff from a range of settings to ensure children have a smooth transition into or away from the school. This might involve meetings with staff from both settings, with parents, setting up a range of transition activities including visits to new schools or our school and additional visits as appropriate. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special need or disability the SENDCo will liaise with the child's previous setting in order to establish a smooth transition. Children who are

moving on to Secondary school will have the opportunity to visit their new school. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated. We receive the Bristol Transfer document from most Early Years settings meaning we already have information regarding our new Reception intake.

What should I do if I disagree with what you are doing and want to make a complaint?

In the first instance we would encourage parents to talk to the class teacher or SENDCo to see if the issue can be resolved. However, Perry Court E-ACT Academy does have a formal complaints procedure, a copy of which can be obtained from the school office.

Who do I contact for more information?

If you would like to apply for a place for your child at the academy or require any further information about us please contact any of the following people:

- Keli Mikdadi - SENDCo
- Liz McAndrew - School and Family Link Worker/ Deputy Safeguarding Lead

at Perry Court E-ACT Academy, Great Hayles Road, Hengrove, Bristol, BS14 0AX.

Tel: 0117 3772168

SEND Information Report - September 2019- Keli Mikdadi , SENDCo

Review date: September 2022