



SEND Information Report

2023/2024

E-ACT

OPENING MINDS,
OPENING DOORS

#thinkbig

#teamspirit

#dotherightthing

Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link: <https://www.bristol.gov.uk/bristol-local-offer>

You can find the most up to date SEND Code of Practice via:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be found on the academy website: <https://perrycourtacademy.e-act.org.uk/wp-content/uploads/sites/15/2022/11/E-ACT-SEND-Policy-2022-2023-1.pdf>

Perry Court E-Act Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



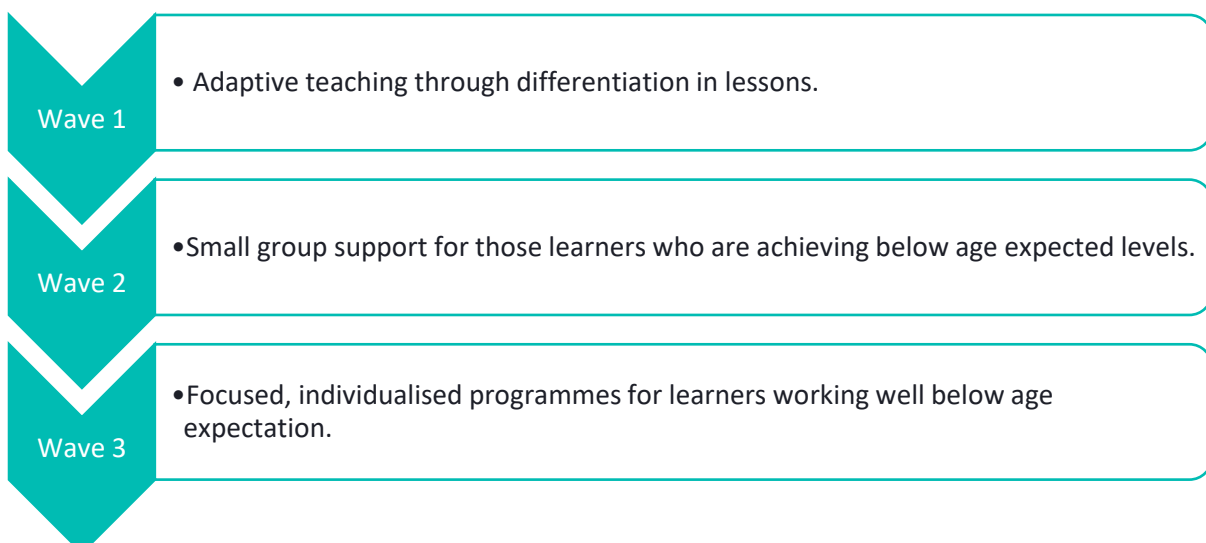
The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
<p>Communication & Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar / phonological awareness is still poor and therefore their literacy can be affected.
<p>Cognition & Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of numbers • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing

<p>Social, Mental and Emotional health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties (ODD/EBD/PDA) • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
<p>Sensory and / or Physical</p>	<p>These learners may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Keli Mikdadi</p> <p>Contact details:</p> <p>Phone: 0117 377 2078</p> <p>Email: receptionper@e-act.org.uk</p> <p>Mrs Mikdadi has been the SENCo at Perry Court for four years. She works closely with families from the school community in supporting our children with SEND. The school's Deputy SENCo is Miss Binnie.</p>
<p>How accessible is the academy site?</p>	<p>Perry Court E-ACT Academy is an accessible one -story building. It is a new build which was finished in January 2022. There is wheel chair access throughout the school and disabled toilets can be found in Nursery, Reception and also situated throughout the school. Toilets are accessible in every classroom. Each classroom has an outside door leading on to the playground.</p> <p>https://perrycourtacademy.e-act.org.uk/wp-content/uploads/sites/15/2021/10/Academy-Accessibility-Plan.pdf</p>
<p>How will academy staff support my child?</p>	<p>All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the academy, there are a variety of staff roles to support your child.</p> <p>As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy headteachers, SENDCo's and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the</p>

	<p>Assess-Plan-Do- Review process (diagram included at the end of this report).</p> <p>Wave 1 interventions:</p> <p>Inclusive quality first teaching for all. This includes but is not limited to: adaptive teaching (within the classroom); scaffolded tasks; the use of manipulatives and additional resources; interventions in line with classroom learning.</p> <p>Wave 2 interventions:</p> <p>These are additional group interventions including: Phonics; maths; group Thrive sessions; Lego therapy; colourful semantics; zones of regulation, sensory circuits; Attention Autism.</p> <p>Wave 3 interventions:</p> <p>These are highly personalised, often 1 to 1 interventions, which may include external professionals including: Speech and Language Therapy, Thrive and Play therapy.</p>
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p> <p>At Perry Court, we are passionate about supporting all our pupils regardless of any challenge they face in life. Firstly, we provide Quality First Teaching (defined as a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class) for all our pupils and if we identify that a pupil is still struggling despite this, we investigate further. A pupil will be referred to the SENDCo team if it is identified that the pupil is two or more years behind their chronological age and one of the following applies:</p> <ul style="list-style-type: none"> • Persistent social, emotional and/or mental health difficulty; • Sensory or physical difficulty preventing good progress; • Diagnosed disability or condition; • Communication issues (including Speech and Language); <p>The SENDCo team will assess whether to place them on the SEN register by reviewing the pupil and observing in class. The SEN register is where all pupils with identified difficulties are tracked and monitored. This allows monitoring and checking that extra measures are in place and having a positive effect, by using a 'Graduated Approach.'</p> <p>The graduated approach includes the creation of a Learning Plan. Teachers, in collaboration with parents, pupil and other agencies, set clear targets to move the pupil on in their learning. Progress is</p>

	<p>reviewed formally three times a year in a meeting between parents, pupil and the Teacher.</p> <p>As mentioned, support comes in many forms, depending on the needs of the child. This can range from physical aids, such as seat adaptation, to reading aids such as overlays for dyslexic pupils. Support can be in class during lessons, or outside class with interventions (such as Thrive) that focus on very specific skills. Support can be provided by our staff and/or by a variety of external professionals – including Speech and Language Therapists, Educational Psychologists, Play Therapists, Mental Health Support Practitioners, School Nurses.</p> <p>If after two monitoring cycles a pupil is not making expected / improved progress, then this approach is reviewed internally and in consultation with other involved professionals, the possibility of extra support is looked into. This could be with extra support or referral to external organisations (such as Occupational Therapy, Primary Mental Health, Physiotherapy) or could be via an application for an EHCP (Education Health Care Plan), which would provide an extra layer of support if it was obtained.</p>
<p>How are academy resources allocated and matched to children’s special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>At Perry Court, we ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>We provide a graduated response to students with Special Educational Needs. In the first instance, class teachers deliver ‘quality first’ teaching for all students within their class. This may include writing frames, differentiated class work, scaffolding and strategic seating plans.</p> <p>Learning Support Assistants (LSA’s), in coordination with the class teacher, will support students in their learning through individual, group or class-based activities or interventions.</p> <p>Students’ individual support will be outlined on their Learning Plans/Pupil Passports or provision maps, which are available to all staff. The relevant staff are trained on specific needs such as ASD and Speech and Language. The teachers are also provided with reports from external agencies and the staff use this to support the child in class.</p> <p>The SENDCO and Deputy SENDCO will also support with this by providing advice and resources.</p> <p>Parents and students will be involved in discussions and decisions made regarding their provision. If progress continues to be a concern the SENDCO team, with the permission of the parents, may seek</p>

	<p>advice from other professionals to decide if more specialist support is required.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Parents evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENDCo throughout the year.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their learning plan/passport and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with:</p> <p>Their Class Teacher and any key adult in school. Thrive Practitioner – Rachel Tape Assistant Head and Deputy SENCo – Jessica Binnie SENCo – Keli Mikdadi</p> <p>Learners are encouraged to:</p> <ul style="list-style-type: none"> Attend extra-curricular clubs Take an active role within group activities Take part in pupil voice activities Attend review meetings Contribute to target setting and reviewing
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p> <p>The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.</p>

	<p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this. 1:1 spaces cannot be guaranteed but adjustments will be made wherever possible. We run a Thrive lunch club for children who prefer a small group space at lunch.</p>
<p>What specialist services and expertise are available or accessible by the academy?</p>	<p>We have access to the following specialist services and expertise:</p> <ul style="list-style-type: none"> School nurse Mentoring Young Carers - accessed externally Medical – GP, Hospital NHS outreach Educational Psychologist Speech Therapist Mental Health – CAMHS Social Services <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p>

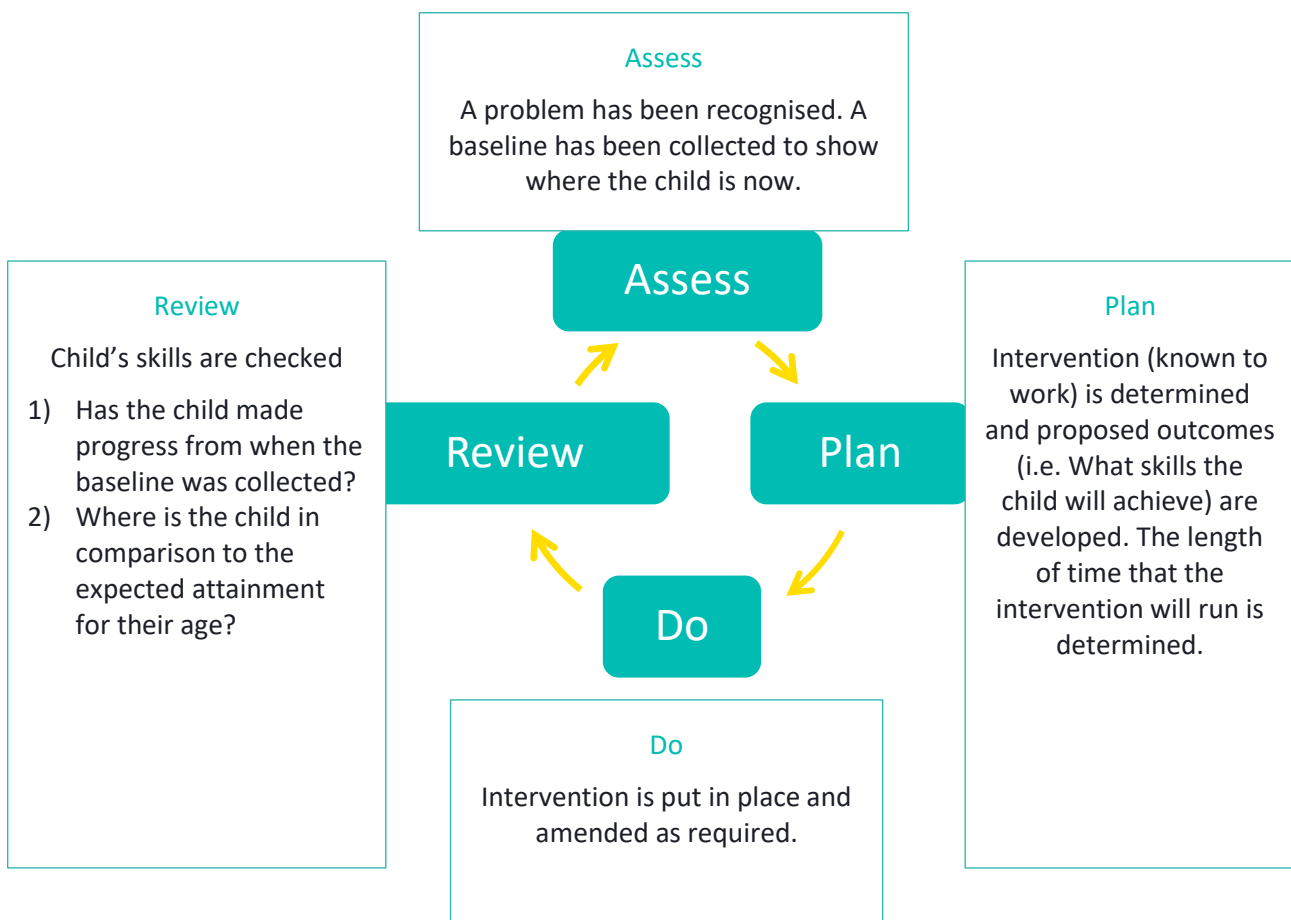
	<p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p> <p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>At the start of Reception, all children are visited at home by their class teacher. This is an opportunity for parents and children to get to know the staff and to support with transition</p> <p>If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be</p>

	<p>introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at E-ACT Perry Court Academy:</p> <p>For academic concerns:</p> <p>Please speak to your class teacher in the first instance and then ask to speak to the SENDco or Deputy SENDco.</p> <p>For pastoral concerns:</p> <p>Please speak to your class teacher, the SENCo or Rachel Tape, our Thrive practitioner.</p> <p>If your concern is in relation to your child’s Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child’s special educational need/s, please contact the SENDCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website: https://perrycourtacademy.e-act.org.uk/wp-content/uploads/sites/15/2023/09/E-ACT-Complaints-Policy-and-Procedure-2023-1.pdf</p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Supporting with reading at home • Completion of homework • Attending parent’s meetings • Attending any meetings specifically arranged for your child • Ensure that any interventions to complete at home are encouraged and supported
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties, a support plan is written alongside the child to identify the specific issues, put relevant support in place and set targets.</p>

	<p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner’s attendance falls below 95% (academy target), contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT's Behaviour and Attendance team.</p>
<p>How is the Trust’s Governance involved and what are their responsibilities?</p>	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENDCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT . The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENDCo and/or the headteacher then the E-ACT SEND team can be contacted at the request of parents.</p>

Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



Glossary of SEND Acronyms & Abbreviations

ADD	Attention deficit disorder	LAC	Looked after child
ADHD	Attention deficit hyperactivity disorder	LO	Local offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	ODD	Oppositional defiant disorder
CIN	Child in need	OT	Occupational therapist
CoP	Code of practice	PDA	Pathological demand avoidance
CP	Child protection	PEP	Personal education plan (for looked after child)
CYP	Children and young people	PEEP	Personal emergency evacuation plan
EAL	English as additional language	PMLD	Profound and multiple learning difficulties
EHCP	Education health care plan	PP	Pupil premium
EP	Educational psychologist	SALT	Speech and language therapy
EYFS	Early years foundation stage	SDQ	Strengths and difficulties questionnaire
FAS	Foetal alcohol syndrome	SEND	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	SENDCo	Special educational needs and disabilities coordinator
GLD	Global learning delay	SLCN	Speech language and communication need
HI	Hearing impairment	SLD	Severe learning difficulty
HLTA	Higher level teaching assistant	SpLD	Specific learning difficulty
IEP	Individual learning plan	SPDs	Sensory processing disorders
IRP	Independent review panel	TA	Teaching assistant
ISP	Individual support plan	VI	Visual impairment