

THREE LANE ENDS ACADEMY

SEND INFORMATION REPORT



This report is contributing to Wakefield Local Authority's Local Offer – www.wakefield.gov.uk/sendlocaloffer

We pride ourselves on an inclusive ethos where the needs of the individual pupil are paramount. We adhere to the Admissions Policy of Wakefield Local Authority.

QUESTIONS FROM A PARENT/CARER VIEW	
Parent's Questions	School Response
How does the school know if a child needs extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> We receive information from pupils' previous schools or medical reports
	<ul style="list-style-type: none"> The progress of all pupils is monitored regularly by class teachers and the senior leadership team, so that when a pupils is not making expected progress in a particular area of learning the school can quickly identify the need for additional support.
	<ul style="list-style-type: none"> If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Co-ordinator (SENCO) as appropriate. Alternatively, parents can arrange an appointment via the school office to speak to one of the SENCOs. Foundation Stage and Key Stage 1 – Mrs Gemma Westfeld and Key Stage 2 - Mrs Kathryn Townsend.
How will the school staff support my child?	<ul style="list-style-type: none"> Interventions are delivered by our Higher Level Teaching Assistants (HLTAs) or occasionally by our Learning Support Assistants (LSAs). Progress is monitored throughout.
	<ul style="list-style-type: none"> When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND); an Education Support Plan (ESP), One Page Profile, or My Support Plan (MSP) will be created, detailing the exact support the pupil will receive. A copy of this will be provided to parents/carers who will be given the opportunity to contribute their views
	<ul style="list-style-type: none"> We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. The SENCO monitors Educational Support Plans and One Page Profiles to ensure targets are appropriate and realistic.
	<ul style="list-style-type: none"> The SENCOs meet regularly with external agencies such as the Educational Psychologists, Communication and Interaction Team, Pre-5 Service and Speech and Language. Any child needing support will be identified to the relevant professionals and given any support necessary.



	<ul style="list-style-type: none"> If a child requires additional support from an external agency, then school, with the permission of the parents, will put in a referral.
	<ul style="list-style-type: none"> Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive a report from the SENCO on the progress of pupils with SEND.
QUESTIONS FROM A PARENT/CARER VIEW	
Parent's Questions	School Response
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> All pupils receive "Quality First Teaching". This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with the curriculum matched to their needs.
	<ul style="list-style-type: none"> All 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.
	<ul style="list-style-type: none"> Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or visuals to support them to understand new vocabulary.
	<ul style="list-style-type: none"> Some children may require more specific activities working in a small group or individualised support. At Three Lane Ends Academy we have a number of intervention groups. The impact of which are monitored regularly throughout the term.
How will I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> We operate an open door policy. Appointments can be arranged to speak to your child's class teacher at the beginning or end of the school day. Appointments can also be made with the SENCO.
	<ul style="list-style-type: none"> Annual reports and twice yearly Target Setting Days which give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. All children are tracked using school's data tracking.
	<ul style="list-style-type: none"> When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and where appropriate, they may attend all or part of any meeting.

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	<ul style="list-style-type: none">• If a pupil has an Educational Support Plan, One Page Profile or My Support Plan; parents will either be invited into a meeting to review progress against these targets and to set new ones or they will be given a copy and opportunity to share their views.
	<ul style="list-style-type: none">• If a pupil has a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP); parents and all professionals involved, will be invited to an Annual Review Meeting to discuss the pupil's progress and to contribute towards setting future targets.



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What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> School offers a wide range of activities both within school and the community to support their social and emotional development such as residential trips and school visits.
	<ul style="list-style-type: none"> The well-being of all our pupils is our primary concern. They are supported with their social and emotional development throughout the school day, through the curriculum, school visits, links with the community and a range of cultural visits and extra-curricular activities. Personal, Social and Health Education (PHSE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly.
	<ul style="list-style-type: none"> Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom, a tailored personal plan may be put in place for pupils with the highest need.
	<ul style="list-style-type: none"> Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. Exclusions are rare in school and this is due to the high expectations school has of children's learning and behaviour and the support from parents/carers. Children who need specific support with their behaviour will be identified and support will be provided. Good behaviour is celebrated across school through class rewards. Good attendance is celebrated across school weekly with attendance tickets, these are collected and exchanged for prizes. Children who achieve a full attendance for the whole year are celebrated in phase assemblies and given a gift voucher. School uses an Educational Welfare Officer (EWO) who will support school and parents with ensuring children attend school regularly and on time.
	<ul style="list-style-type: none"> We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
	<ul style="list-style-type: none"> Relevant staff are trained to support medical needs and in some cases all staff receive training.
	<ul style="list-style-type: none"> Pupils' views are sought through school council and questionnaires.
What training have the staff supporting children	<ul style="list-style-type: none"> We regularly invest time and money in training our staff to improve Wave 1 provision for all pupils, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).



<p>with SEND had or are having?</p>	<ul style="list-style-type: none"> • All our teachers hold qualified teacher status and all staff members, including LSAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs. • The SENCOs attends LA training which is then shared with staff. • The SENCOs provide in-house training around specific requests from staff or how to meet the needs of a particular group of children. • Members of staff in school have been trained in Team Teach. • Staff are trained in First Aid • Staff who are delivering Occupational Therapy and Speech therapy programmes receive training from the appropriate service.
<p>QUESTIONS FROM A PARENT/CARER VIEW</p>	
<p>Parent's Questions</p>	<p>School Response</p>
	<ul style="list-style-type: none"> • School employs trained staff to educate and care for children throughout their primary years. Staff training is updated regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and key emotional problems children may experience.
<p>What specialist services and expertise are available at or accessed by the school</p>	<ul style="list-style-type: none"> • All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. • School has access to and a range of services all of which support parents/carers and children. These outside agencies include: Educational Psychology (EPS); Behaviour Support Service (BSS); Learning Support Service (LSS); Communication, Interaction and Access Team (CIAT); Ethnic Minority and Achievement Team (EMAT), which includes English Additional Language and Traveller Service support. If pupils are not making satisfactory progress, despite receiving additional support, we will seek advice from other agencies and make any necessary referrals with the consent of parents/carers.

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	<ul style="list-style-type: none">• Specialist health services such as Speech and Language Therapy (SALT); Children's Sensory Impairment Team (CSIT), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); other health professionals.
	<ul style="list-style-type: none">• We work with Social Services, Targeted Youth Support (TYS) and Community Police.
	<ul style="list-style-type: none">• Twice a year the SENCO meets with EPS and LSS to discuss progress of pupils on their caseload in order to identify next steps. A similar meeting is held twice a year with CIAT.
	<ul style="list-style-type: none">• EPS and LSS and offer 2/3 Consultation Drop In sessions each year. This is an opportunity for teachers to discuss concerns they have about pupils currently on caseload or those who are considering referring to them (with parental consent). The agencies offer support with strategies and IEP targets.



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How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our SEND policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
	<ul style="list-style-type: none"> • The school is fully inclusive and all children are encouraged to attend all events and trips in and outside of school.
	<ul style="list-style-type: none"> • Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
	<ul style="list-style-type: none"> • All of the trips and educational visits are subsidised by the school to ensure all children can access these extra-curriculum activities.
How accessible is the school environment	<ul style="list-style-type: none"> • The school makes reasonable adjustments to the school's building in order to make them accessible for those with disabilities.
	<ul style="list-style-type: none"> • The school have wide doorways and corridors for wheel chair access and the playgrounds are easily accessible. There is a disabled toilet facility, as well as a disabled parking space.
	<ul style="list-style-type: none"> • There is use of specialist equipment for specific children.
	<ul style="list-style-type: none"> • The use of computers and laptops/tablets enable all children to have access to new technologies to support their learning.
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
	<ul style="list-style-type: none"> • We follow advice from outside agencies working with our pupils with regard to specialist equipment and resources which are required to meet their needs including ICT equipment, specialist seating and interventions.



<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none">• Quality First Inclusive Teaching (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. This includes differentiation. This differentiation can take the form of; targeted questions, a change to the curriculum support within the classroom by the class teacher or support staff and the format in which tasks are given.• Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO oversees all additional support and regularly shares updates with the Governors.• If more specialist help is required, a referral may be made to an appropriate agency such as the Learning Support Service or Speech and Language Therapy.
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How will the school prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?	<ul style="list-style-type: none"> We encourage all new pupils to visit the school prior to starting to meet their class teacher and be shown around school.
	<ul style="list-style-type: none"> Teaching staff attend transition meetings whereby they pass on information to the new teachers about a pupil's specific needs.
	<ul style="list-style-type: none"> During Annual Review Meetings, transition is carefully planned for SEND pupils. This can be transition to another setting or transition to a new class/key stage within our setting.
	<ul style="list-style-type: none"> We have very good relationships with the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition.
How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.
	<ul style="list-style-type: none"> We operate an open-door policy to allow parents to contact their child's class teacher with ease.
	<ul style="list-style-type: none"> Our Governing Body includes Parent Governors/Representatives.



QUESTIONS FROM A PARENT/CARER VIEW	
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<p>Who can I contact for further information or if I have concerns?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. We have an 'open door' policy which means all staff are available every morning to meet their class and at this point parents/carers could ask for a meeting to discuss their child with the class teacher. For pupils with specific needs or any concerns or SEND, further information and support can be obtained from the SENCOs of Headteacher.</p> <p>SENCO: Mrs G Westfeld , Mrs K Townsend (01977 524483)</p> <p>Parent Partnership</p> <p>If you are dissatisfied with the school's response or you would like to seek advice please contact Wakefield's Parent Partnership Service:</p> <ul style="list-style-type: none"> • 0800 587 8042 • 0777 168 5867 • gcooper@wakefield.gov.uk <p>Services offered include:</p> <ul style="list-style-type: none"> • Information for parents/carers on SEN policies, procedures and provision. • Advice on individual cases through our telephone help-line or home visits. • Support with paperwork and preparing for and attending meetings. <p>Applying to the school:</p> <p>If you are considering sending your child to Three Lane Ends Academy you can ring the school on 01977 524483. During the visit you will be given a tour of the school by either the Headteacher or another staff member. At that point you will be given the opportunity to discuss your child's specific needs and also any questions relating to your child's education.</p>