



Freemantle Church of England Community Academy Trust

SEND Information Report

Freemantle Academy is a mainstream nursery and primary school. We are an inclusive school and we strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum to all children through the use of high-quality inclusive teaching.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The school is proactive in identifying children who have a special educational need as early as possible through the professional knowledge of experienced school staff. Information to support identification is collected in the following ways:

- Liaison with the child's pre-school or school from which the child has transferred.
- Through the assessment and monitoring arrangements that the school has in place for all children.
- Through concerns raised by parents / carers via discussion with staff.
- As a result of observations and discussions between staff and the Special Educational Needs Coordinator (SENCO).
- Through assessment or advice given by external agencies e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychology, School Improvement Partnership outreach service.
- A medical diagnosis by a paediatrician or other healthcare professional
- From an existing Education, Health and Care Plan (EHCP).

If, as a parent or carer you believe that your child has special educational needs we are happy to discuss any concerns with you. Once a concern has been brought to our attention we will assess your child to ascertain where your child's needs are. From this point moving forwards we will be able to suggest the best possible support for your child. This support may sometimes require further assessments by outside agencies to help give specific diagnosis.

We work closely with many specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy and the school improvement partnership outreach services in order to support your child. These external specialists provide the academy with a wide range of expertise. We will always talk through with you any intentions to involve these specialised services and gain your permission to do so, as well as informing you of any outcomes from these consultations. We will also be able to signpost you towards other agencies that you will be able to advise you

Sometimes your concerns may be because your child is not making the progress that other children in their age group are making. There are four broad areas of SEND where your child may be experiencing difficulties:

- Social and Emotional and mental health
- Communication and Interaction
- Cognition and learning
- Sensory and Physical

We offer support for any and all of these areas of special educational need. If you have any concerns please speak to the class teacher or the Special Educational Needs and Disabilities Coordinator (SENCO) who will be happy to discuss any worries you have and talk to you about how we can help. We also have a wonderful Haven team who have a wealth of experience specifically in emotional literacy and speech and language support.

Your child's teacher is also able to make a Haven referral if they have any concerns and would like the advice and support of the team to help support your child in class. We will observe the child and use appropriate assessments to help us to pinpoint the specific barrier so that we can help your child to break that barrier to their learning down.

This will help us to identify the child's needs and plan strategies to support their learning. If the academy has become concerned about a child, parents will be contacted by the child's class teacher or the academy's (SENCO), Debbie Ricks. We will then work together to come up with a plan specifically for your child's needs.

Who should I talk to at the school if I am concerned about my child?

A parent's first point of contact, to discuss their child, is with the class teacher. Parents can also arrange a meeting with the SENCO to discuss any further concerns or if they have any questions.

Class teacher

Your child's class teacher is responsible for:

- Monitoring the progress and development of your child and identifying, planning and delivering an additional support in class. This may be in the form of targeted small group or individual work, tailored scaffolding to support independent work or additional intervention work. The class teacher will work with the SENCO to review each pupil's progress and development and decide on any changes to provision. Where necessary they will seek advice and support from the Haven team and/or the SENCO.
- Working closely with any Learning Support Assistants (LSA's) or specialist intervention staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Writing your child's pupil profile and sharing and reviewing these as needed. These pupil profiles are used to inform anyone who works with your child of their needs and the best ways to support them. In this way everyone involved has a deeper understanding of their needs and the strategies that help them become more successful learners.
- Ensuring that all staff working with a particular child in the academy are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as scaffolded quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO

The SENCO is responsible for:

- Working with the Senior Accountability Team (SAT) and SEND director to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support where this is deemed appropriate
- Proactively engage on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and board of directors to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date

Headteacher

The headteacher is responsible for:

- Working with the SENCO and SEND director to determine the strategic development of the SEND policy and provision in the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability
- Having clear goals and expectations when budgeting the SEND provisions

SEND Director

The SEND director will:

- Help to raise awareness of SEND issues at director and member board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the board of directors on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the academy
- How do we use our trained staff in school to support pupils with special educational needs or disabilities?

Our team of Learning Support Assistants (LSAs) are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The provision across the academy is planned for by our class teachers as part of our quality first teaching. Class teachers have access to advice and guidance from our specialist Haven team as well as from the SENCO if needed.

We have a highly trained Speech and Language support assistant at the academy who works to deliver programmes of speech to individual children throughout the week as well as delivering other high-quality programmes of intervention. Our speech and language support assistant works closely with the NHS speech and language therapist who provides the

programmes to be delivered. They both work closely with the children as well as providing strategies for staff to use in class.

At Freemantle, we have a range of Speech and Language assessments and interventions including the Derbyshire Language Scheme, phonology screening tools and blank levels in order to assess children's needs and plan individualised interventions to support them. In addition, we can use PhAB2 for Primary aged children, which assesses whether children may be at risk of dyslexia and highlights areas where the school can support the child further. For children who may need additional support with social and emotional skills, we use the Boxall profile and Goodman's questionnaire to assess their areas of strengths and needs.

The academy has an Emotional Literacy Lead and Mental Health Champion who are specifically qualified in the role of ELSA support. Our emotional literacy lead has developed relationships with pupils based on trust, due to these positive relationships and the training that has undertaken she is able to deliver good quality ELSA sessions to targeted children as well responding to unforeseen emotional issues that may occur. (Proactive and reactive)

Freemantle provides a home away from home in the form of the Haven. This is a cosy, nurturing environment that children can access as the need arises to support them in their social and emotional needs. We have staff trained in running a Nurture Group and an ELSA who provides programmes of work to develop social, emotional and behavioural issues.

The academy has a number of LSA's and intervention staff who operate specific intervention programmes overseen by the SENCO and Haven team. Our Haven team have excellent knowledge of support for pupils and their families and may also be able to sign post you to other services.

Our English and Maths subject leaders analyse pupil performance data regularly to ensure that each individual child is making the best possible progress and look at steps to support the child.

We have regular contact with external agencies to support staff and children at the academy including:

Educational Psychologists

CAMHs

NHS Speech and Language

Occupational Health

School Nurse

Early Years advisors

Physiotherapy

Educational Mental Health Practitioner

Specialist teacher advisor for the deaf

Specialist teacher advisor for the visually impaired

Paediatricians

Early Help Team

SCC SEN Assessment team

Virtual Schools for Looked After Children

Community support officer (police)

Springwell Outreach/Southampton Advisory Outreach Service (SAOS)

Education Welfare Officer

Children's Services.

Behaviour Resource Service

How do we use specialist resources to support children with special educational needs or disabilities?

Our class teachers make individual resources and scaffolding for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

In order to support children with additional needs we utilise;

- intervention spaces
- the sensory room
- pictures and/or objects to support language.
- visual timetables
- TEACCH stations
- equipment such as countdown timers to help transition times and give a clear beginning and end to an activity.
- changing facilities for those who require it.

We seek advice from external agencies as and when the need arises.

How do we modify teaching approaches for individual pupils?

We are an inclusive academy and our curriculum celebrates the different learning styles of all pupils. We aim to teach all children alongside their peers and differentiate work not through

outcome but through clear scaffolding so that every child has the support required to achieve a common goal. In the few cases where this is not possible and the pupil needs a curriculum catered to their developmental stage, teachers will work from the engagement model and deliver this through the engagement curriculum, a personalised programme of highly motivating activities ensuring that the children experience success. Teachers and support staff adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

Teachers are responsible for the teaching and learning of ALL pupils, all children will have input and support from teachers and LSAs throughout the day to ensure that all children have high quality teaching and scaffolding. When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups or to provide one to one support. One to one support is carefully managed to ensure that staff scaffold learning and don't create an environment of learned helplessness but promote independence.

All children have the support of a class visual timetable as well as personal now and next boards being allocated to those that require additional support and scaffolding.

Our teachers work in a structured "team teach style" learning environment to support learning. This allows for the opportunity to utilise the strengths of our individual teachers to benefit the entire cohort. There are consistent routines, systems and high expectations across the academy and teachers continually monitor, observe and assess pupils to ensure best individualised outcomes. Teachers are held accountable for the progress and development of all pupils in their cohorts.

When a need has been identified the teachers must ensure that the necessary educational provision has been made considering the model shown to the left and being careful not to promote to the level above until options have been exhausted through the graduated approach.

Universal support is about meeting needs through quality teaching first in the classroom and should be the first port of call. Targeted provision may involve support such as pre-teaching skills and small targeted group work. Specialist support involves programmes from specialist staff at the academy or outside agencies.

How do we assess pupil progress towards the outcomes we have targeted for pupils and how do we review this progress so that pupils stay on track to make at least good progress?

At Freemantle Academy the progress of all pupils is tracked according to our assessment arrangements and is closely monitored by teachers and the senior accountability team. This process enables quick identification of the need for additional support. Within the academy, teachers assess the children's progress half-termly, this data is discussed with the Senior Accountability team and presented to the Curriculum and Standards Committee so that strategies can be put in place to intervene early and support your child.

At termly meetings we discuss a child's progress and attainment and gather parents and their views. This will help formulate next steps to support a child's progress.

We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct, we call this moderation.

We set challenging targets for all children based on nationally agreed guidelines on progress.

Our scheme for marking is used throughout the academy alongside good quality verbal feedback, this is used to impact on the children's learning within the lesson as well as supporting teachers informing them of the next steps in planning and learning expectations.

Through the graduated response, when required, pupils are carefully monitored and adaptations are made where necessary to find a strategy that works best for your child.

How do we communicate with parents?

We provide annual reports and parent's evenings/drop-in sessions where we provide parents and carers with feedback and activity suggestions on their child's academic levels, behaviour and social/emotional development. Teachers also regularly update information on the website with a resume of recent learning with links to activities for parents and carers to help with at home. Children are sent home with a book warmer, which is also accessible online which gives parents and carers information surrounding the learning that will be undertaken connected to the focus book. Parents and carers are also able to access children's Pupil Passports in classrooms so they can see the progress their child is making against their current targets.

Parents can make an appointment to meet with teachers or the SENCO if they wish to discuss any concerns. If a child requires more specialist support from an outside agency or meets the criteria for SEND then meetings with the family are offered to plan, evaluate and discuss programmes for learning including suggestions for home. If your child has an Education, Health and Care Plan (EHCP), an annual review is held in according to the guidance in the SEN Code of Practice.

How do we involve pupils and their parents/carers in identifying special educational needs and planning to meet them? How do we involve children in their own learning journey?

The rights of the child - Article 12 'Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously'.

At Freemantle we see our parents as partners in the support process. It is vital that we gain your views and opinions on any decisions made regarding the support given and encourage you to contribute your knowledge and expertise of your child to help us get a fuller picture of

who they are and what their barriers to learning may be; so that we can work collaboratively to break down these barriers.

We encourage you to approach the SENCO via email, over the phone or in person with any worries that you may have or if you have any additional information to help our understanding of your child. Parent/Carer voice is included on referrals and plans through liaison with the SENCO.

Equally it is vital that your child feels part of their journey and their views are given consideration in the process as the child is at the centre of everything that we do. Our ELSA and SALSA will gain their views in a way that the children are able to access using pictures to support the conversation.

The rights of the child – Article 2 ‘The best interest of the child must be a top priority in all decisions and actions that affect children’ is always taken into consideration.

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with scaffolding where required. We have after school clubs which cover a range of interests which include; sports, creative activities and academic interests. We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

How do we support pupils in their transition into our academy and when they leave us?

Children who join us in nursery are welcomed into our academy community with family meetings where the family are invited to outline expectations, and for parents and teachers to share goals for the children. The parents have the opportunity to see the setting and are then offered ‘settling’ sessions. After the ‘settling’ sessions take place our experienced Early Years practitioners offer feedback and discuss any adjustments that may need to be made to support a happy transition into nursery.

Transition into Reception is supported by information sharing between the professionals from their early years setting, if from outside of the academy, and their new teachers. All are offered a family meeting where they have the chance to meet the teacher and see our classrooms. This is a time where parents and teachers can exchange information and share goals. Reception have a family picnic to welcome all to the Freemantle family. The children then take part in ‘settling’ sessions so that the teachers and children have a chance to build relationships and adapt to new environments.

Transitions into successive year groups are also supported by visits to the new classrooms and social stories for those that require this level of support giving them the opportunity to

familiarise themselves with their new teachers and learning environments. Your child's current and new teacher will have professional meetings to share information regarding the children's levels, needs and personalities so that the new teacher is able to get a whole picture of your child before they meet them.

We will plan a child's 'transition to us' with information from parents and all professionals already involved to support a child. This helps to enable a smooth and supportive start for our new pupils.

As a child makes the transition to Secondary school, again we will contact and discuss the individual needs with our Secondary school colleagues, invite them to observe the child in our setting and set up appropriate visits to support a smooth transition in consultation with parents and the pupil themselves.

How does additional funding work?

The academy receives funding for all pupils with special educational needs; we are able to provide what pupils need from this (including equipment) where the funding allows. The local authority will top-up funding for pupils with a high level of need, but an additional process has to be undertaken and there is no guarantee of additional funding or resource.

If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available within the confines of the SEND budget, there may be additional funding allocated. If awarded parents are notified and encouraged to liaise with the academy on how this is used.

Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our academy's Pupil Premium statement on our website.

Where can pupils get extra support?

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them at the academy. They know who to talk to and have access to a member of Haven team at all times if they, their parents or member of staff feels this is required.

What arrangements does the academy make in relation to the treatment of complaints from parents of children with SEND concerning the provision made at the academy?

The SENCO and senior accountability team work closely to ensure we are able to support families when they have concerns or worries about the provision offered at the academy.

If a parent/carer has a concern they should speak with the member of staff involved in the first instance, and if not satisfied speak with a member of the senior accountability team. If they are not satisfied after speaking to a member of the senior accountability team, they should then speak to the Headteacher. If the parent is still dissatisfied they should follow the academy complaints policy available on the academy website.

What safeguarding measures are in place at the academy?

At Freemantle, we have a DSL team of 7 senior or experienced staff to ensure all children are safeguarded, this includes Looked after children and children with Special Educational needs. Six members of the DSL team are DSL Level 3 Safeguarding trained.

What measures do we have to prevent bullying?

Our teachers and support staff have all been trained in restorative practice to support children in mending, creating and nurturing meaningful relationships with others based on empathy and trust.

‘A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.’ <https://restorativejustice.org.uk/restorative-practice-education-0>

Freemantle also have a carefully selected group of children who have been trained in restorative practice as well as being trained by our Educational Mental Health Practitioner on how to support their peers with their mental health. These are our Mental Health Champions. The Mental Health Champions wear bright yellow jumpers in the playground so that other children are able to easily find them for any help that they may need. The Mental Health Champions are trained to look out for children who look sad, or lonely and approach them to offer help.

What training and CPD have staff had to support children with SEND?

Our SENCO, Mrs Ricks, is a qualified teacher and gained the National Award in SEN Co-ordination (NASENCO) in October 2019.

All staff attend training to support all children and children with Special Educational Needs through our INSET days and regular meetings with the SENCO. Staff have training to keep up to date with changes, build confidence, support teaching and learning and develop skills and knowledge. A range of topics have been covered during training including restorative practice and enabling environments. The school has a trained ELSA (Emotional Literacy Support

Assistant) and a trained SALSA (Speech and Language Support Assistant) who works alongside our link NHS SALT (Speech and Language Therapist).

What is the Local Offer and where can I find information on this?

The local offer is produced by the local authority so parents can see the different provision available for a child in their area. This academy information report forms part of the local offer for Southampton. The Southampton local offer can be accessed at

<https://www.southampton.gov.uk/localoffer>

What is the name and contact details of the school Special Educational Needs Coordinator (SENCO)?

The SENCO is Mrs Debbie Ricks. Please use the following contact details to get in touch:

Telephone: 02380227925

Email: senco@freemantleschool.co.uk

The Head teacher, Nina Myszkowski, is available to contact at the above number or via info@freemantleschool.co.uk

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