

SEND INTENT STATEMENT 2019

At Ash Grove Academy, we welcome all children and value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We recognise that a curriculum has to have breadth and depth and offer children opportunities to grow as individuals as well as learners. We want all our children to thrive and develop while at Ash Grove Academy and through positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies we provide positive educational experience for all SEND children. Our curriculum, wider opportunities and enrichment activities provide experiences for our SEND children which enable them to develop life skills and prepare for the next stages in education and adulthood.

All teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Make inclusion a thread that runs through all of the activities of the school
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Identify children with Special Educational Needs as early as possible and plan a programme of support and intervention to address their needs.
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum adapting where this is needed for each individual.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Regularly monitor the progress of children with Special Educational Needs through review meetings, lesson observations, Support Plans and data analysis.
- Provide good quality and regular training for staff in relevant areas of Special Educational Needs.
- Evaluate the impact of staff training and provision/intervention programme
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities

SEN INTENT, IMPLEMENTATION AND IMPACT

Early Identification

Why?

- To identify as early as possible additional needs or areas where a child will need support
- Develop parental engagement and relationship building
- Start the process of working with outside agencies to identify specific needs and ensure that children have access to the specialised support as early as possible
- To support teachers and TA's to meet the needs of the children
- Communication and early Oracy – this is a barrier for 100% of children entering EYFS – use if Wellcomm screener and employment of SALT in school

How

- Baseline assessments
- Continuous review with parents and staff
- Observations
- Multi-agency working
- Share information about the child as needed
- Complete first concerns paperwork

Impact

- Needs are identified and addressed
- Parental engagement builds
- Next steps are clearly signposted
- Staff are supported and empowered
- This has a positive impact on children's mental health, self-esteem and physical needs
- This can narrow the gap and prevent the gap from widening
- Children can access SALT services quicker as school invest in this and they have the follow up sessions with a specialist within school
- Triangulation with other agencies and parents leads to effective communication

Needs Application

Why?

- Support is being provided in school and needs have been identified via the Toolkit
- To continue with the bespoke packages and provision the school need additional funding
- To ensure that children are accessing the right provision
- To work with specialist support – EP, Adelaide, CAMHS, SALT

How

- SEN support plans – plan, do, review
- CEAT/EP consultations
- SALT plans

- CAMHS consultations and referrals
- Meeting with parents
- Co-production meetings

Impact

- EHCP's for children are in place meaning they are supported with bespoke packages
- Children are accessing specialist provision if needed
- Children have support during transitions
- Parents are supported via annual reviews and meetings with professionals
- Statutory duty to ensure the child's needs are met through a co-ordinated approach

Interventions – SEMH

Why?

- Extent of social, emotional and mental health needs of our children as a consequence of environmental factors including parenting, health, bereavement, poverty, neglect, PTSD, attachment issues
- High levels of anxiety within school – identified by children themselves
- High ASD diagnosis in school
- High referral and diagnosis rate to CAMHS
- Parental understanding of issues is low and need high levels of support

How

- Connections, resilient bucket, Lego therapy, Therapy dog, Anxiety Jo, CRE8 provision, Time to Talk
- Adelaide outreach
- CAMHS consultations
- Staff training – Mental Health First Aid, Trauma Informed Classroom, ALGEE
- Visyon drop ins
- RAMP's
- Strategies – Red bus, Worry/sensory boxes
- Individual work zones
- Timid to Tiger – parents
- Positive approaches – PACE
- Consistency across school
- PSHE curriculum
- Pupil Voice

Impact

- Staff are developing their own understanding of mental health and needs within children and families
- Children who need specialist support now attend specialist provision or have a bespoke package in place
- Links with other agencies are strong so school can access phone consultations and support if needed
- Parental support is high and this has a positive impact on the family as a whole
- Children are accessing learning within their classrooms when they can or are seeking appropriate places to stay safe

- Pupil voice – children report feeling listened to and safe in school

Interventions – Cognition and learning

Why?

- To narrow or prevent the gap from widening
- Ensure children reach their full potential
- Identify next steps and targets for children
- To give the children opportunity to participate within small group situations that they might not feel confident enough to do in whole class situations
- Developing self-esteem and independence
- Preparing children for adulthood and transitions
- Children are supported to make connections with their learning

How

- 1:1 Interventions – ECAR, 1:1 adult support, personal safety programmes, 1:1 SD, social stories, accessing sensory room, therapy dog, BR@P, SALT, Lexia, 1:1 reading, Wellcomm
- Small group – Maths interventions, reading interventions, group BR@P, Lego therapy, motor skills united, sensory group, handwriting, phonics
- PIVATS – small step progression groups working on specific targets and next steps
- In class support – teacher targeted, TA targeted, peer to peer
- Baseline assessments – YARC and Sandwell
- Assessment at regular intervals
- Pre teaching, overlearning, bridging back

Impact

- All children make progress and some make accelerated progress
- Children who need specialist support now attend specialist provision or have a bespoke package in place
- Children are accessing learning within their classrooms when they can or are seeking appropriate places to stay safe
- Pupil voice – children report feeling safe and know they are making progress

Parental Relationships and Support

Why?

- They know the child best
- Extent of social, emotional and mental health needs of our children as a consequence of environmental factors including parenting, health, bereavement, poverty, neglect, PTSD, attachment issues
- Parental lack of understanding of the educational system
- Build relationships to support the parents dealing with children with complex needs
- Multi-agency working supports signposting

How

- Informal parent discussions on a regular basis
- SEND breakfasts
- SEN Support reviews, annual reviews, first concern reviews
- Parents evenings
- Parent Questionnaire
- Website – local offer and SEN information report
- Parenting groups
- Supporting parents to complete referrals
- Supporting parents to attend meetings
- Linking in with Safeguarding team
- Multi-agency working
- Open door policy
- Empowering parents – volunteer readers, parenting groups, involving them in school life

Impact

- Referrals are completed
- Children are making progress
- Parents are engaging
- Parents ask questions and approach the school
- Feedback from parents has been positive and they are engaged with asking for the support they need
- Parents are able to speak to professionals about their child and get advice
- Parents are becoming advocates for their children
- The understanding of pathways, processes is developing in parents