



## SEN Information Report

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<b>Local Offer Contribution:</b> <u>SEND – Clover Leys Spencer Academy</u>	
<b>SEN Policy:</b> <u>WHO TO GO TO FOR WHAT (cloverleyspencer.co.uk)</u>	
<b>Number of children receiving SEN support:</b> 2/16 of Clover Leys pupils have an EHCP = 12.5% 1/16 of Clover Leys pupils are code K = 6.2% 3/16 of Clover Leys pupils are SEN = 18.7%	



### Whole School Approach

Clover Leys' SEN approach is supported by the central team at Spencer Academy Trust. The school collaborates with other Spencer Academy schools in Derby City, Derbyshire and Nottinghamshire. High quality teaching and additional interventions are devised by dialogue with the trust and the teachers within the school. We review our provision by assessing pupils needs and the progress they make. Discussions with teachers, teaching assistants, pupils, parents and other stakeholders ensure that high quality teaching is differentiated and personalised to suit the needs of our SEN pupils.

We track and evaluation progress using Provision Mapping, a tool that logs the child's intervention so that the regularity and approach can be changed as appropriate.

### Assess, Plan, Do, Review

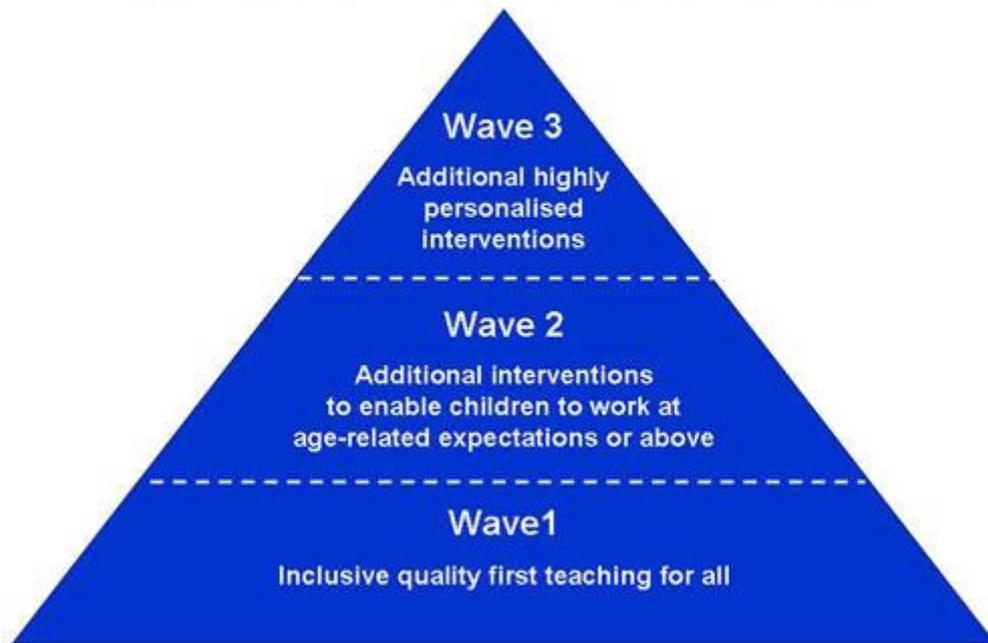
**Assess:** Through termly teacher assessment, all pupils including those with SEND have their attainment and progress carefully tracked through our whole school assessment recording tool. The SENDCo will then identify vulnerable or lower attaining pupils who are being highlighted as those showing weak or no progress.

**Plan:** The SENDCo and class teacher will work together to plan some targeted provision for these less

able and/or SEND pupils. If the pupil is identified at SEN, then an ILP is put into place, with targets which are reviewed termly. The class TA will then offer some small group or 1-1 Plan Review Do Assess support for these pupils. Parents are informed of the additional support given to these pupils and will be given a copy of their ILP.

**Do:** Quality first teaching is a priority in the classroom in order to meet the needs of pupils with SEND. At Wave 2 and 3, specific interventions are delivered and evaluated by the learning support assistant under the direction of the class teacher. Appropriate resources and provision will be put in place to support the pupil access the learning.

## Waves of Intervention Model



**Review:** At the end of the intervention the class teacher will complete a record of impact sheet which the SENDCo will monitor. If good progress has been made, the pupil will no longer need this particular intervention and will either come away from this support, or another type of intervention is offered. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

### Provision to Support SEND

#### Communication and interaction:

Communication and interaction Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills.

Initially Clover Leys will plan additional support for the identified pupil using a particular intervention, such as NESSI, Narrative Therapy, Talk Boost [KS1 and KS2]. If progress is not evident then the SENCo will contact a Speech and Language Therapist [SALT] to work with your child at school.

## **Cognition and learning:**

Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.

Initially, when pupils are making slow progress, Clover Leys' teachers will differentiate learning activities for pupils. This maybe at a Wave 2 provision where a teaching assistant or teacher may work with pupils on a 1:1 basis or in small groups. During these group sessions pupils will be introduced to pre-teaching, where learning objectives and activities are taught before the lesson giving struggling pupils a chance to be ahead of the learning. Interventions such as Toe-by Toe, Power of 2, Power Maths, Nesy, Read Write Inc. are used to help pupils. If progress is not evident then the SENCo will look at funding possibilities in order for funding for the individual pupil. To be considered for funding [GRIP / EHCP] pupils are expected to be working a least 2 years below their age-related expectation.

## **Social, Emotional and Mental Health**

Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They may often show inappropriate responses and feelings to situations.

Here at Clover Leys we have the support, guidance and expertise of the SAT who have learning mentors, providing support for pupils with SEMH needs. Children are offered 1-1 mentoring following a referral from a class teacher or SENCo. We can also offer support from local agencies in Derbyshire. If a pupil is showing serious SEMH needs, then the SENCo will refer to CAHMS with support from DCC.

## **Sensory and/or Physical Needs**

Many children with a Visual Impairment (VI), Hearing Impairment (HI), or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Children identified with a Physical Disability (PD) often require additional ongoing support and equipment to access all of the opportunities available to their peers.

Clover Leys is fortunate to be new build with many additional spaces allocated to pupils with sensory needs. Our sensory room offers pupils space and time out to work with adults who support them. Any pupils with sensory needs can be supported through agencies such as Occupational Therapy or Physiotherapy. Support can be given via the school nurse.

## Assessment and Identification of Children with Special Educational Needs and Disabilities

We identify pupils with SEN by continuous assessment in their daily provision. We talk to parents and pupils, using parent and pupil voice, to identify any needs. Each child completes a 'one-page profile' where they talk about their strengths and weaknesses and what they feel they may need more help with. The class teacher has termly meetings with the SENCo to discuss needs or significant gaps in ARE or progress. The pupil's progress is tracked and if necessary the child is logged on the schools Provision Mapping document. If progress is not made then the child will be added to the SEND register. Wave 2 or 3 support is allocated to the SEN child.

In some cases, the pupil may need additional involvement with outside agencies [CAMHS, SALT, Early Help]. At this point the pupil will have an Individual Learning Plan [ILP]. Recommendations from the outside agency will be implemented and impact measure over at least 2 terms. In this time if the pupil continues to make very little progress or their needs increase, then the SENDCo will begin to consider whether they would meet criteria for an Education Health Care Plan.

## Supporting the Wellbeing of Children and Partnership with Parents / Carers

Event	Who?	Frequency
Pupil and parent Voice	Pupil and parents	Annually [Summer Term]
Individual Learning Plan Review	Pupil, parents, class teacher, teaching assistants and SENCo – if appropriate outer agency members and transition staff.	Termly
Parent Consultations / Report	Class teacher, parents and SENCo	Termly
Mac Club	Pupils	Daily / as appropriate
Pupil Parliament Representatives	Pupils, SAT	Termly
School Council	Pupils, School Council Staff Member	Weekly

## Staff Deployment and Training

Members of Staff	Area of Expertise / Training
Head Teacher and SENCo	SENCo Award [Nottingham Trent University] Speech and Language Training ASD Training [Autism Awareness] Dyslexia Training [DCC] Social, Emotional and Mental Health Training

	Attachment Training [DCC]
Class Teachers	ASD [Autism Training] Speech Link Assessment
Teaching Assistant	SENCo Award Attention Autism

The SENCo attends locality meetings [SAT / DCC] once a month to share best practise, listen to updates and speakers. Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and is prepared for adulthood from the earliest possible age. Our SENDCo works collaboratively with staff to deploy support staff across the school. Teaching Assistants are deployed according to their strengths and children's needs within each cohort. We have a number of highly skilled LSAs who are responsible for delivering Literacy and Numeracy interventions across the school.

### **Finance**

EHCP funding = £9425 X2

SEND Allocation from CL = **£12,000 [Graduated response]**

### **Further Development**

SEND – Clover Leys Spencer Academy