Mulberry
Baird Primary

Special Educational Needs Information Report

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1. What types of SEN does the academy provide for?

We are a primary academy and we admit pupils aged 4 to 11 years, as well as pupils from 3 years old in our nursery. All pupils within our nursery are offered 30 hours of provision, regardless of eligibility to ensure strong starts to school.

We are an inclusive school. This means we provide for children with all types of special educational needs. Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Carly Vass (Principal).

She has 14 years' experience in this role and has previously worked as a SENCO in another school. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2014.

Our Inclusion Teacher is Roz Adie. She is also a qualified teacher with many years of experience working in various leadership roles and with pupils with SEND.

They are allocated approximately 4 days per week between them to manage SEN provision.

Inclusion Coordinator

Our Inclusion Coordinator is Jennifer Poulter.

She has 10 years' experience in this role and has also worked in many different SEN support roles throughout her career.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

At The Baird, staff receive relevant training to support the pupils in our care. This may vary on an annual basis and is dependent on the needs of our cohort at that time. Staff may receive training on the following aspects:

- Adverse Childhood Experiences and Trauma
- Nurture
- Speech, Language and Communication Difficulties including Communication Friendly Environments
- Autism
- Specific learning difficulties e.g. Dyslexia

We also work closely with both the Hearing Impaired team and the Visually Impaired team to provide training for key staff who work closely with these pupils.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver general SEN provision.

We have a team of SEN teaching assistants who are trained to deliver interventions such as Talk About, Nurture provision, Speech and Language therapy, ELSA (emotional literacy support) as well as literacy and maths-based interventions.

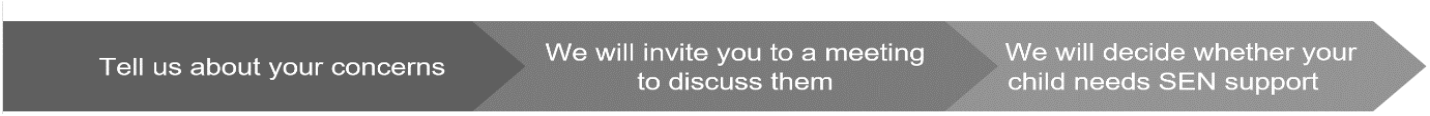
In the last academic year, TAs have been trained in ELSA (Emotional Literacy Support Assistant), Drawing and Talking, Busy Boxes and communication friendly environments. Some TAs have also been trained to deliver bucket time (Attention Autism).

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact your child's class teacher through the main office at office@mulberrybaird.org or by calling 01424 425670 to request an appointment.

Parents are also invited to three parent consultation meetings per year and this is an opportunity to discuss any concerns you may have with your child's class teacher.

They will pass the message on to our SENCO, Carly Vass, who will be in touch to discuss your concerns.

You can also contact the SENCO directly using senco@mulberrybaird.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

We may also seek pupil voice to support this decision.

4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SEN Team, and will contact you to discuss the possibility that your child has SEN. Pupils are discussed in depth at a termly Pupil Progress Meeting and teachers are able to raise and discuss any concerns they may have. In addition, teachers can raise concerns about a child's progress or development at any time to the SENCO or Inclusion Co-Ordinator.

The Inclusion Teacher or Inclusion Co-Ordinator will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SEN Team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SEN Team will plan the support required for your child, in conjunction with you.

5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual written reports on your child's progress, although progress will also be discussed verbally at parent consultation meetings three times per year.

Your child's class teacher will meet you three times per year to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of the academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the main office on office@mulberrybaird.org or on 01424 425670.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the academy adapt its teaching for my child?

Our Accessibility Plan can be found on our website and details how we ensure that all aspects of school life are accessible for pupils with SEND.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad, balanced and aspirational curriculum in every year they are at our academy, ensuring that our curriculum is scaffolded and adapted to enable all pupils to access it.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding and adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, providing word banks or resources to support, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis as required – this will be directed by the class teacher.
- Teaching assistants will support pupils in small groups as required – this will be directed by the class teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	POSSIBLE SUPPORT FOR THESE PUPILS
Communication and interaction	Autism spectrum disorder Speech and language difficulties	Simplifying language Makaton Objects of reference Visual timetables Social stories Natural language acquisition therapy Intensive Interaction Bucket time Talk About Speech and Language Therapy Narrative Therapy Language Link intervention NELI Communication books Lego Therapy TEACCH approach Word Aware

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties	Writing slope Coloured overlays Pencil grips Visual cues
Social, emotional and mental health	ADHD, ADD Adverse childhood experiences and/or mental health issues	Quiet workstation Fiddle toys Busy box Now and next boards Nurture groups Empowerment coaching ELSA Drawing and Talking Worry Busters Home-School book
Sensory and/or physical	Hearing impairment	Provision of visual cues Makaton signing
	Visual impairment	Touch typing sessions Limiting classroom displays
	Multi-sensory impairment	Sensory circuits
	Physical impairment	Physiotherapy work

These interventions are part of our contribution to East Sussex's local offer.

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term. This information is collated in a class provision map and all provision reviewed three times per year.
- Reviewing the impact of interventions after 6 weeks and changing and adapting what we are doing if there is a need
- Using pupil questionnaires
- Monitoring by the SENCO / Inclusion Teacher / Inclusion Co-Ordinator

- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. It may also be that we seek short-term funding to support your child's needs at key transition points.

11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs. It may be that we need to adapt the provision slightly to enable pupils with complex needs to attend and therefore may ask parents to work with us to review the provision required for your child.

All pupils are encouraged to go on our academy trips, including our residential trip in Year 6. We will work closely with parents and carers to ensure that all pupils' needs can be met on the residential visit or on any other educational visit.

All pupils are encouraged to take part in all additional elements of our school day e.g. class and year group assemblies, sports day, celebration events, performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs

13. How does the academy support pupils with disabilities?

Our Accessibility Plan can be found on our website and details the steps the academy is taking to ensure that all aspects of academy life are fully accessible for our pupils.

Our academy site is fully accessible for all pupils with disabilities. All areas are wheelchair accessible and there are disabled facilities situated in key areas of the academy. Pupils with a physical disability are fully included in all aspects of academy life and the site effectively supports this.

Throughout the academy, we use a range of Communicate in Print visual cues to support our pupils who have language difficulties to navigate the site independently.

Our curriculum is fully accessible for all pupils, using a range of resources to scaffold it appropriately to allow access. This may include the use of assistive technology, word banks, visual cues, pre-teaching of the concept etc.

14. How will the academy support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils participate in our Building Brains assemblies which actively teach children about their social and emotional development.
- Pupils with SEN are encouraged to be part of the academy council (pupil parliament)
- Pupils with SEN are also encouraged to be part lunchtime provisions to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through interventions such as nurture provision
- We run a nurture provision for pupils who need extra support with social or emotional development
- We offer a lunchtime club for pupils who require additional support to develop social relationships
- We provide interventions such as ELSA to develop pupils' emotional literacy and Talk About to develop social interaction.
- We have 6 staff who are trained mental health first aiders
- We have an Education Mental Health Practitioner who works with a caseload of pupils and provides advice and guidance to staff. We also offer Place2Be (a counselling service) and work closely with our AllChild practitioner to support a key caseload of pupils.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by actively teaching children to self-advocate through our Building Brains assemblies and by teaching them to speak out early. We also teach children about the natural consequences of their actions and the implications of their actions on others.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new academic year we:

- Ensure a thorough handover between the current teacher and next year's teacher. This is structured during a staff meeting where all teachers hand information over.
- Provision maps detail the in-class provision that should be in place for a child – this is handed on to the next teacher with all required resources to support.
- Schedule sessions for the child to meet the new teacher and spend time getting to know them informally e.g. the teacher might have lunch with the pupil.

Between schools

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary academy will come into our academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Working in a more secondary based way within Year 6 with one teacher for maths and a different teacher for English
- Visiting their secondary school for enhanced transition where relevant
- Working with staff to organize themselves independently
- Plugging as many gaps as possible

16. What support is in place for looked-after and previously looked-after children with SEN?

Roz Adie (InclusionTeacher) is our Designated Teacher for Looked After Children and previously Looked After Children. She has completed training through the Virtual School for Looked After Children. She works closely with Carly Vass (Principal / SENCO), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our academy should be made to the Principal, in the first instance, via email to principal@mulberrybaird.org . They will then be referred to the Trust Complaints policy which can be found on our website.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-academy/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of how to contact this service can be seen here

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

https://localoffer.eastsussex.gov.uk/

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services

- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages