

## The Flitch Green Academy SEND Information Report

Our vision at The Flitch Green Academy is to 'provide creative learning experiences, which will inspire and challenge our children to maximise their academic potential' ensuring 'children leave us as honest, kind and respectful young people, equipped with the skills to continue their journey as lifelong learners'. This is our vision for all children in our care as we are committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

### Who supports children with special educational needs and/ or disabilities at The Flitch Green Academy?

At the Flitch Green Academy all teachers are teachers of SEND. They are responsible for ensuring that all the children in the class have access to a curriculum which has been adapted to meet an individual child's need. The progress of all children is closely monitored by class teachers to ensure that any additional help your child may need is quickly identified.

#### Class teachers are responsible for:

- Ensuring that all members of staff working with your child are aware of your child's individual needs and any specific adjustments that need to be made to enable them to be included and make progress.
- Writing and sharing targets with children and parents.
- Reviewing and developing One plans, with the aid of the Special Educational Needs and Disabilities Coordinator (SENDCo) if required. These may be required for children who need support above the level of usual classroom support.
- Ensuring that the school's SEND policy is followed in their classroom for all pupils.

The Special Educational Needs and Disabilities Coordinator (SENDCo), **Tracy Young**, is responsible for co-ordinating the school's SEND policy and supporting staff to ensure that pupils receive any additional support they may require.

### The SENDCO is responsible for:

- Liaising with any specialists who may be visiting The Flitch Green Academy to help support children's learning e.g. occupational therapists (OT), speech and language therapists (SALT), educational psychologists (EP), specialist teachers etc.
- Monitoring the progress of all SEND children.
- Updating the SEND register and monitoring provision maps. These are created by class teachers to ensure there is a record of interventions that are taking place.
- To provide advice for teachers and support staff at The Flitch Green Academy so that they can help children with SEND to achieve their full potential.
- Arranging training for staff to ensure they are aware of the needs of the pupils they are teaching and how best to support them.
- Creating and reviewing One Plans, alongside class teachers.
- Organising and chairing the Annual Educational Reviews for children with a Educational Health Care Plan (EHCP)
- Supporting all staff in assessing children's special educational needs.
- Ensuring that parents are kept informed about the support children are receiving through the use of meetings, provision maps, One plans and Annual Reviews.
- Keeping parents involved in the process of identifying, planning and reviewing any support that is put in place to help children achieve their potential.

The principal of the school, **Alex Burden**, is responsible for ensuring that the progress and provision for all children, including children with SEND is monitored closely. He will delegate this responsibility to the school SENDCO and class teachers but they still remain responsible for ensuring that your child's needs are met. The principal must ensure that the Governing Body are kept up to date about any issues in the school relating to SEND.

A governor is allocated the responsibility of ensuring that the necessary support is made for any child who attends the school with SEND and monitoring the effectiveness of school provision. The Flitch Green Academy SEND governor is **Katie Bailey**.

How can I let the Academy know I am concerned about my child's progress?

If you have any concerns about your child's progress or you think that they may have a special education need and/or disability, you should speak to your child's class teacher initially. If your child is still not making progress or you are not happy that the concerns are being managed, then you can speak with our SENDCO, Tracy Young, our principal, Alex Burden or our SEND governor, Katie Bailey.

You can contact any of the above through the school office:

**Email:** [admin@flitchgreen.net](mailto:admin@flitchgreen.net)

**Phone:** 01371 822330

## How could my child get help at The Fritch Green Academy?

Children at The Fritch Green Academy will get support that is specific to their individual needs. This may be provided by the class teacher or support staff or may involve:

- Other staff in the Academy
- Staff who will visit from the Local Authority e.g. Educational Psychologist or specialist teacher
- Staff who visit from outside agencies such as: speech and language therapists, occupational therapists, physiotherapists, play or art therapists or counselling services
- Independent consultants engaged to support children or staff within the Academy such as: speech and language therapist, occupational therapists, educational psychotherapists etc.

Support may be provided in a variety of ways:

### **Class teacher input through high quality teaching:**

- Our class teachers always have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Differentiated teaching and resources are key to ensuring that children are fully involved in learning. This could involve providing more practical learning resources or putting in place specific strategies (as advised by the SENDCo or outside agencies) to enable your child to access the learning task.

### **Specific small group or 1:1 work:**

- This may be delivered in the classroom or another area within the school. It may be delivered by a teacher or teaching assistant.
- Each child's progress is carefully monitored and discussed in pupil progress meetings (3 times a year) with the Principal and class teacher. Any gaps in your child's learning will have been identified through the use of assessment tools and teacher knowledge. This will enable class teachers to provide extra support to close the gap between your child and their peers.
- The class teacher will plan group sessions to help with your child's understanding of a certain subject.
- They may use an intervention programme which has been purchased by the school. These are always evidence based and have been thoroughly researched.
- A teaching assistant will usually run these small group sessions using the teacher's plans or a recommended programme.

For children with barriers to learning that cannot be overcome through high quality teaching or small group/1:1 support, we might:

- Call a meeting to put together a 'one plan'
- Put in place further interventions
- Make a referral for specialist support.

### **Specialist support (1:1 or small group work):**

- This may be delivered by a specialist teaching assistant or teacher. This will usually be on the advice of outside agency staff.
- If it is agreed that the support of an outside agency is required, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. speech and language therapy, occupational therapy etc. Referral will be made in order to advise and support the Academy in enabling your child to make progress.
- You may need to attend appointments with your child, dependent on the referral being made.
- The specialist professional may observe your child and/or work with your child.
- Recommendations may include: making changes to the way your child is supported in class, targets and activities set through a specific programme to be delivered in school either by the professional or a trained teaching assistant. These targets will be asked to be reinforced at home where appropriate.

### **Specified individual support:**

- If you or the school feel that, despite a high level of support and intervention over a longer period of time, your child needs additional help, the Academy (or you) can request that the Local Authority carry out a needs assessment of your child's needs.
- In order to request an assessment, your child will need to have a One Plan already in place. This will need to be reviewed 3 times before being submitted to the Local Authority.
- You will be fully involved in this process through a series of meetings held at the Academy with your child's class teacher and SENDCo if required.
- After the request has been submitted to the Local Authority they will decide if they think your child's needs meet the criteria for an Education Health Care Plan (EHCP).
- If it is agreed, they they will ask you and all the professionals involved with your child to write a report outlining your child's needs. This process will take up to 20 weeks.
- If they do not think your child needs an EHCP, they will ask staff at the Academy to continue with the One Plan.
- If your child has an EHCP it will outline the level and type of support your child needs through a series of outcomes. These are statutory and subject to an Annual Review.
- More information regarding this can be found on the Essex local authority website: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk).

## How will we prepare and support your child to manage transitions?

### Reception:

Before your child starts at The Flich Green Academy, you will be invited to have a visit to look around and speak to the Principal. Prior to your child starting in September, the Reception teacher and Principal will arrange a home visit. Contact is made with your child's Early Years Service to determine the level of need they will require when starting school. If appropriate, a meeting will be arranged to meet with the school SENDCo and any other agencies involved in your child's care. This will give the opportunity to share essential information about your child for a smooth transition into school. This information will then be shared with all key staff within the Academy, likely to work with your child. We may suggest

adaptations to the settling in period to help your child to settle more easily into the Academy. This may involve them starting a little later or finishing earlier than their peers.

#### Moving schools:

If your child moves to a new school, information will be passed onto your child's new class teacher. If needed, this will be followed up with a phone call to their new class teacher or SENDCo to discuss your child's strengths and difficulties and the strategies that we have found to be successful. If your child has SEND and is joining our school, we will invite you for a visit so that you can have a look around. We will also contact the school to discuss your child's needs and try to ensure the right support is put in place when your child starts.

#### Moving classes:

Information will be passed onto your child's new class teacher, including any provision and interventions that have been put in place, one plans and EHCPs. If helpful, your child will be given a transition book to take home over the summer containing information about their new class and teachers.

#### Moving to secondary school:

The current year 6 teacher and/or SENDCo will discuss the specific needs of your child with the SENDCo of their next school. Their discussion may be based around the need for a transition programme to support your child. This may involve additional visits to their next school or additional support when they first start their new school. For children identified by class teachers and the SENDCo as being vulnerable to transition, a specifically designed programme will be undertaken to support them. This will usually be documented through their One Plan and parents will be invited to be involved in creating this plan.

### How is extra support allocated to children?

- The Academy budget includes money for supporting children with SEND.
- Support is allocated according to the individual needs of the child.
- The class teacher will have discussed the progress of each child in a pupil progress meeting and will have established the children who are not making expected progress. The level and type of support will then be decided according to the needs of the child.
- Discussions may take place between the class teacher and SENDCo and appropriate referrals will be made with your consent.
- Movement through the different levels of the SEND Code of Practice will take place if your child continues to make less than expected progress with adaptations and extra support in place.

## What specialist services and expertise are available at or accessed by The Fritch Green Academy?

There are a range of agencies we can access through a referral system:

- The Educational Psychologist Service
- The Specialist Teaching Service
- Emotional Wellbeing Mental Health Service (EWMHS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- Physiotherapists (usually only accessed via an EHCP)
- School Nurse

## What training have the staff had in supporting children with SEND?

- Regular training takes place for all staff at The Fritch Green Academy. Training is accessed both in house and through attending training off site.
- Teaching assistants and teachers are given opportunities to observe others so they can learn from each other.
- Medical training to support pupils with a medical need is organised as needed.
- The SENDCo is a qualified teacher.
- Our SENDCo receives termly training updates and support through cluster meetings as part of the involvement in the Dunmow Excellence in Education Partnership.

## How will my child be included in activities outside the classroom including educational visits?

Risk assessments are carried out for any visits and reasonable adjustments will be made where required. For some visits you may be invited in to a meeting to discuss the needs of your child.

## Is the school accessible?

The Academy is accessible to all individuals with disabilities. The school building is physically accessible for those in wheelchairs. We also ensure that equipment used is accessible to all children so that all pupils can access their learning.



## How are parents involved at school and how will I know how well my child is doing?

At The Flitch Green Academy we strongly believe that children achieve their best when all those involved with children share a clear understanding of their strengths and difficulties. It is our aim that the school works in close partnership with parents, maintaining regular purposeful communications between the Academy and home to share learning and progress. This may include:

- Our website: [www.theflitchgreenacademy.co.uk](http://www.theflitchgreenacademy.co.uk)
- A weekly class update via your Google Classroom
- Emails and letters from the school office informing parents of dates, events and school news
- Contact class teachers via email
- Twitter and Facebook updates
- Autumn Term and Spring Term Parents Evenings.
- Summer Term open evening
- Summer Term end of year written report.

Children with SEND may also have:

- Termly review meetings for children who have a One Plan or an EHCP
- Invitations to meet with specialists involved with your child.

## Where can I go for further information?

Essex's SEND department has a very helpful information, advice and support service specifically for parents and carers: [www.essexsendiass.co.uk](http://www.essexsendiass.co.uk), 01245 204338, [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk).

Free advice and support is also available from Families in Focus: [www.familiesinfocussessex.org.uk](http://www.familiesinfocussessex.org.uk).

Further information regarding the support and services available to pupils with SEND is available on the Essex local offer website: [send.essex.gov.uk](http://send.essex.gov.uk).

## Glossary of terms

**SEND** - Special Educational Needs and Disabilities.

**SENDCO** - Special Educational Needs and Disabilities Coordinator. The designated person who will oversee SEND provision within the school.

**One Plan** - This is a document that will be produced with parents and class teachers to create some specific outcomes for a child. This child will have been identified as requiring additional support above and beyond the usual support a class teacher would provide. This document is reviewed termly and is used as evidence of support the school have been providing if it is decided that an EHCP is required.

**EHCP** - Education Health Care Plan. This is a legal document provided by the local authority which outlines a child's specific needs and outcomes. These are reviewed annually by school and additional funding is provided to the school to support the pupil.

**Interventions** - Additional teaching, resources of programmes that supplement the teaching your child is receiving in the classroom in order to support them to make further progress.