



Paddock Wood

Primary Academy

SEND Information Report 2023-24

At Paddock Wood Primary Academy we value the abilities of all our pupils and strive to provide the best education to all our pupils so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every child/young person in our care, and also provide a safe and fully equipped learning environment, which caters to the needs of every pupil/student as an individual. We are committed to providing excellent provision for all pupils/students with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils/students to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) The kinds of SEND that are provided for at Paddock Wood Primary Academy:

At Paddock Wood Primary Academy we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

At Paddock Wood Primary Academy we can make provision for every kind of frequently-occurring special educational need without an Education, Health and Care Plan (EHCP), for instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties, emotional and behavioural difficulties. There are other kinds of special

educational needs, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meeting the needs of main-stream pupils with an EHCP with the following kinds of special educational needs: speech, language difficulties, visual impairment, global delay, social emotional and mental health difficulties, ADHD and ASD. Decisions on the admission of pupils with EHCP are made by the local authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2) Policies for identifying pupils with SEND and assessing their needs:

At Paddock Wood Primary Academy we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all pupils at various points. These include Year 1 Phonics Screening, Speech Link, Language Link, Spelling age, Reading age and SATs.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support care: Reading interventions, BEAM, Sensory Circuits, Fizzy Fingers, LEGO-Therapy, Numeracy Interventions, Nurture and Small individual group work.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their area of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Paddock Wood Primary Academy we are experienced in using the following assessment tools including; BPVS, Boxall Profile, COPS and LUCID Rapid. We also have access to external advisors for example; Educational Psychologists, Specialist Teaching and Learning Service (STLS) and Local Inclusion Forum Team (LIFT).

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND personalised plan or Record of Outcome and reviewed regularly, and refined / revised if necessary. At this point, we have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any identification of SEN is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and teaching approaches to be used.

To support our teachers and families further we have our SEND Policy which can also be found on our website. Within our school we have our SEND Register where some of our children who require additional support are monitored. Some pupils may have needs but not need to be on the SEND Register as they are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching.

2a) The name and contact details of the SENDCO:

The Inclusion Leader at Paddock Wood Primary Academy is **Mrs Sarah Thorne**, who is a qualified teacher and SENCO

The inclusion Team are available on the following telephone number: **01892 833654** or via email at: inclusionsupport@paddockwoodprimaryacademy.org.uk

3) Arrangements for consulting parents and carers of children with SEND and involving them in their child's education:

All parents of pupils attending Paddock Wood Primary Academy are invited to discuss the progress of their children on three occasions a year and receive a written report at least once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a SEN. All such provisions will be recorded, tracked and evaluated on a Year Group Provision Map.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments, which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because, special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan, will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

4) Arrangements for consulting with pupils with SEN and involving them in their education:

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years, with the young person taking more responsibility and acting with greater independence in later years.

5) Arrangements for assessing and reviewing pupil's progress towards outcomes:

Every pupil at Paddock Wood Primary Academy has their progress tracked six times a year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age, etc. The assessments we use at Paddock Wood Primary Academy include; Year 1 Phonics Screening, Speech link and language link, spelling age, reading age and SATs. Using these will make it possible to see if pupils are increasing their level of skills in key areas. If a child is working at a pre-key stage level, we will assess the child's progress using a pre-key stage assessment and the Portage checklist if necessary. This will enable us to track the smaller steps of progress that the child is making.

If these assessments do not show that adequate progress is being made, the SEN personalised plan will be reviewed and adjusted.

6) Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood:

At Paddock Wood Primary Academy we support all students in having a successful transition to Secondary school, or any other transitions between schools they may have during their time with us. We work closely with the local Secondary schools to ensure all transitions are accessible for our pupils and additional ones added if needed. We work closely with the Specialist Teaching and Learning Service who are involved with children transitioning from us or to us to ensure the correct support and strategies are in place to ensure their needs are met.

As an Academy we also work closely with North East London Foundation Trust (NELFT) who provide assemblies for us to support all of our Year 6 pupils with transitioning to Secondary school.

7) The approach to teaching pupils with SEND:

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good-quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the most-frequently encountered forms of SEN. *SEN Code of Practice (2014, 6.37).*

At Paddock Wood Primary Academy, the quality of teaching is judged to be good by Ofsted and the school continues to work closely with Leigh Academy Trust to improve this further.

We follow the Mainstream Core Standards, advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/ precision teaching/ mentoring, small group teaching, use of ICT software learning packages.. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

8) How adaptations are made to the curriculum and the learning environment of pupils with SEND:

At Paddock Wood Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

Paddock Wood Primary Academy follows the IB Primary Years Programme and incorporates the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all students. This approach to learning provides the foundations for inquiry based learning through which children are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing the environment for all children to engage through the learner profile attributes and units of inquiry.

9) The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:

Teachers and Learning Support Assistants at Paddock Wood Primary Academy have completed a range of SEN training. This includes:

- ELSA
- Speech Bubbles
- Speech Link and Language Link
- Lucid Rapid
- Teaching Emotional Literacy: How to support children's behavioural development
- An evidence based approach to supporting and teaching children with Autism
- Attachment Theory and Mental Health. A practical guide for Primary schools
- Effective Behaviour Management: Is 'Challenging Behaviour' Misunderstood?
- Speech, Language and Communication needs.
- Autism and Girls.
- Dyslexia Awareness.
- LEGO Therapy
- Understanding ADHD
- Sensory Circuit training
- Dandelion Time course : Understanding trauma and consequences of trauma in children
- Drawing and Talking Therapy
- Kent Young Carers Awareness Training
- Specific Learning Difficulties training
- Emotionally Based School Avoidance
- Sounds Fun training- provided by NHS SALTs
- How to adapt curriculum intent for SEND pupils
- Understanding SEND data training
- Precision Teaching training
- Cognitive load theory training
- Adaptive Teaching: Stretch and Challenge for All Pupils

- CACHE level 2 Understanding specific learning difficulties

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include Broomhill bank and Nexus Specialist teachers, Educational Psychologists, Speech and Language therapists, occupational therapists, physiotherapists and nurture groups. The cost of training is covered by the notional SEN funding.

10) Evaluating the effectiveness of the provision made for pupils with SEND:

Each review of the SEN personalised plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes progress as inadequate if it:

- Is significantly slower than that of the child's peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the gap in attainment between the child's and their peers;
- or
- Widens the attainment gap.

For pupils with an Education, Health and Care Plan,, there will be an annual review of the provision made for the child, which will facilitate an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

11) How pupils with SEND are enabled to engage in activities available with pupils in Paddock Wood Primary Academy who do not have SEND:

All clubs, trips and activities offered to pupils at Paddock Wood Primary Academy, are available to pupils with special educational needs, either with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

12) Support for improving emotional and social development:

At Paddock Wood Primary Academy, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching - for instance PSHE, tutor time and assemblies, as well as indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also provide access to School Health counsellors, mentor time with someone from the Pastoral team, external referral to the Child and Adolescent Mental Health Services (CAMHS), time out for pupils who are upset or agitated, lunch time support group through Project Salus as well as Intensive mentoring through Project Salus. This will be dependent on each individual Academy. Please see appendices for more detailed information.

Pupils in the early stages of emotional and social development because of their SEN will be supported to enable them to develop and mature appropriately. This will usually require additional or different resources, beyond those required by pupils who do not need this support.

Pupils who have difficulty understanding or managing their emotions will be supported to develop their resilience by LSA's who have undertaken ELSA training for emotional literacy support.

13) How Paddock Wood Primary Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families:

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- A service Level agreement with access to KCC resources
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services/ Occupational Therapy Services/ Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Following the Local Offer which can be found on our website.

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Support services for parents/carers of pupils with SEND

- **Contact a Family**
- **National Network of Parent Carer Forums**
- **ACE Centre Advisory Trust – (for communication difficulties)**
Free Advice Line: 0800 080 3115
- **British Dyslexia Association**
Helpline: 0333 405 4567
- **Council for Disabled Children**
Tel: 020 7843 6000
- **Cystic Fibrosis Trust**
Helpline: 0300 373 1000 or 020 3795 2184
- **Disability Alliance**
Tel: 0330 995 0400
- **Disabled Living Foundation**
Helpline: 0300 999 0004
- **Down's Syndrome Association (DSA)**
Helpline: 0333 1212 300
- **Parents for Inclusion**
Tel: 0800 652 3145

- **The National Autistic Society**
Helpline: 0808 800 4104
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14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

The normal arrangements for the treatment of complaints at Paddock Wood Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, Inclusion Leader, Vice Principals or Principal, to resolve the issue before making the complaint formal to the Chair of the governing body.

Contact details for the above are:

Alice Early (Principal) : alice.early@paddockwoodprimaryacademy.org.uk

Simon Page (Vice Principal): simon.page@paddockwoodprimaryacademy.org.uk

Kirsty Stockbridge (Vice Principal): kirsty.stockbridge@paddockwoodprimaryacademy.org.uk

Sarah Thorne (Inclusion Lead): inclsuionsupport@paddockwoodprimaryacademy.org.uk

If the complaint is not resolved after it has been considered by the governing body, then a disagreement-resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the local authority. Complaints which fall within this category cannot be investigated by the school.