

# SEND Information Report September 2024



Academy Name	Atlas Primary Academy
Date	September 2024
Written by	Mrs Grace Graham
Annual Review Date	September 2025

## Introduction and Legal Framework

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 SEN.** The information published **must** 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.

## The kinds of Special Educational Needs that are provided for in school

It is a primary aim of Atlas Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The name and contact details of the Special Educational Needs Coordinator SENDCO and further contacts for where parents/ carers may have concerns (including Local Offer link)

- **SENCO name**– Mrs Grace Graham
- **Interim Principal** – Mr Andrew Crossley
- **Pastoral Team**  
Mrs Kerry Ann Beet  
Mrs Corina Nicholson

Other contacts within Astrea Academy Trust:

- Jenni Machin, Head of SEND and Therapeutic Services  
[jenni.machin@astreaacademytrust.org](mailto:jenni.machin@astreaacademytrust.org)
- Naomi Reed, Head of Behaviour [naomi.reed@astreaacademytrust.org](mailto:naomi.reed@astreaacademytrust.org)
- Ryan Purdy, National Lead of SEND and AP [ryan.purdy@astreaacademytrust.org](mailto:ryan.purdy@astreaacademytrust.org)

Contacts within the Local Authority can be found on the Local Offer website:

- Doncaster Local Offer - [click here](#)

**Policies for identifying children and young people with SEND and assessing their needs:**

Procedures for identifying pupils with SEND and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account

If a member of staff has a concern about a child, whom they think has an SEND need; they would complete a teacher concern form, Specific Learning checklist and Sensory Profile (If appropriate). This would then be given to the SENDCO.

If a parent has a concern about a child, whom they think has an SEND need; they can contact the office and arrange a meeting with the SENDCO.

The SENDCO would arrange a conversation with the member of staff or parent regarding their concerns. The SENDCO would suggest recommendation of strategies or arrange and observation of the child. The SENDCO would make referrals to professional where appropriate.

If there is a need identified, the child would be placed on the SEND register and a support plan would be completed by the class teacher.

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

Children who are on SEND support will have SEND support plans put in place during this academic year.

SEND support plans are reviewed termly and parents will be invited to these meetings.

Parents will be offered longer parent evening slots with their teachers, to be arranged with them.

### Arrangements for consulting young people with SEND and involving them in their education

- Children have their Individual Outcomes, which they work on in their class.
- Children will be part of reviewing the SEND support plans each term.
- Children will have their own individual profile to record their hopes, aspirations and support.

### Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review:

- Children on a SEND support plan will have termly reviews to assess children's progress towards outcomes.
- All children's progress will be reviewed every half term by the class teacher and provision evaluated and adapted for the following half term through pupil progress meetings.

- As part of the review process, parents are invited to meet the teachers to discuss assessments. This is in line with the APDR Cycle for the graduated response to help support documentation with the Local Authority.

### Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood:

Children and parents new to the school are invited to meet staff and experience some time at Atlas Academy school during the summer term. A welcome pack is given containing details of policies and school information from all new parents. Additional meetings with parents and relevant agencies will take place for children needing SEND support at the point where necessary.

In the summer term, all children will visit their new classroom and have a number of transition activities with their new teacher to prepare for the following school year. SEND children may have additional activities and time with their new teacher and teaching assistant to make sure any additional needs can be met from day one.

Some SEND children in year 6 will have additional transitional arrangements in order to ensure a smooth transition to their next school. As well as Year 6, our EYFS children have extra transition into school. This is through stay and play sessions and teachers completing home visits or setting visits. We want every child to be excited and positive about their new class and know that some children need more support with this than others.

### Approach to teaching children and young people with SEND:

At Atlas Academy our practice is inclusive. All staff, whatever their role has a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and scaffolding. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them and put in place interventions outside the class to close the gap. We also run groups within school to improve attitudes towards learning on a 1:1 or small group basis.

For a small number of children, who have difficulties with Communication and Interaction we offer a small nurture provision room with a higher number of adult support to allow smaller and intensive interventions to take place.

### How adaptations are made to the curriculum and the learning environment of children and young people with SEND;

Our school has a broad and balanced curriculum, which is adapted and accessible for pupils with SEND.

The Equality Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their peers. Specifically, all pupils have the same access to information, the school environment and the curriculum. Adjustments will be made to ensure lessons are accessible for severe physical difficulty or wheelchair users.

Quality first teaching involves scaffolding at all levels in all areas of the curriculum. Support is put in place within class and through out of class interventions. Children on the SEND register also have a SEND support plan time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Atlas Academy, we ensure every effort is made to allow pupils with SEND to access the curriculum.

For pupils in the nurture provision room, they have a bespoke curriculum that allows them to access their learning activities and work towards their own individual targets or next steps.

Our school SENDCO liaises with the Local Authority Educational Psychologist to identify children and who need additional support and meets with parents and teachers to ensure that suitable provision is in place.

Our school nurse is available to follow up with any health related issues that have become a barrier to children's learning.

Several of our children attend speech and language courses and school liaises with them to ensure strategies are followed up in the classroom.

For children who have issues relating to Mental Health, the school works with CAMHS to secure referrals and follow up any actions necessary. The school also has a number of staff Level 3 First Aid for Mental Health trained.

All Stakeholders and teachers are supported by a qualified SENDCO.

### **Evaluating the effectiveness of the provision made for children and young people with SEND:**

All our SEND interventions are reviewed on a half termly basis and analysed to see how successful they have been at improving the learning of our SEND children. Provisions are then continued or adapted depending on how effective they are.

### **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:**

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum within the classroom. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

The school also plans continually to increase access to education for SEND pupils in terms of:

- Increasing the extent to which all pupils can participate in the curriculum and improving the environment in terms of accessibility.
- Support for improving emotional and social development: At Atlas Academy, we are very lucky to have Mrs Beet and Mrs Nicholson. Their job involves providing extra pastoral support arrangements and listening to the views of children and young people with SEND and their parents.
- Each class has regular PSHRE, where children learn the talking and listening skills needed for their time in school and beyond.

- Atlas takes part in Anti-bullying week and follows a strong programme throughout the year to explore issues around social development and bullying.
- For pupils with a disability or medical condition we will actively work with parents and professionals to agree Emergency Evaluation Plans and Health Care Plans where appropriate. Please contact the school for further support and information.
- Wherever possible adjustments and adaptations will always be made to ensure that all children can access school trips and after school clubs.

### What training do our staff receive to support the needs of children:

All members of staff have inclusive training within the classroom. Staff have regular briefings and updates when appropriate.

Examples of specialist training received by staff:

- Sensory Circuits
- Makaton
- Emotion regulation
- Mental Health First Aid
- Team teach

In addition to the above, school also receive professional training and guidance:

- LINGO / SaLT
- ASCETS
- Educational Psychologist
- BOSS
- Hearing Impairment team
- Vision Impairment team

### How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families:

Our school has strong links with our school nurse, the Educational Psychology Service, Educational Welfare, Hearing Impairment Teacher, Occupational Therapist, Speech and Language, ASCETS, LINGO, SENDIAS, Changing Lives, Early Years Inclusion Team, GDA, Inclusion Panel, Early Help and IFSS.

## Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

The school has a robust complaints procedure. Parents with SEND children should first speak with the class teacher. If they are not satisfied with the response, an appointment should be made with the SENDCO, Mrs Graham. Lastly, a complaint can be made through the Head of School, following the schools complaints procedure.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Information about our school's contribution to the Local Offer can be found through the following website address:

<http://www.doncasterchildrenandfamilies.info/education-schools.html>