



Warren Academy  
A L.E.A.D. Academy

**Warren Primary Academy**  
**SEND Information Report September 2024**

At Warren Primary Academy, we welcome children with special educational needs and disabilities and make sure that children with individual needs have the same high expectations of social and academic achievement as all children.

We aim to provide an environment in school where all children can access a broad and balanced education and achieve their full potential. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of activities and to overcome barriers to their learning.

<p><b>What kinds of special educational needs does Warren Academy make provision for?</b></p>	<p>Warren Primary Academy is a mainstream school that endeavours to provide an inclusive environment for all pupils. We provide effective support for those pupils with Special Educational Needs and/or disabilities (SEND) to ensure they can access a broad a balanced curriculum.</p> <p>Sometimes these needs are only short term, others may continue through a child’s school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>More specific examples include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• ADHD</li> <li>• Visual Impairment</li> <li>• Hearing Impairment</li> <li>• Cerebral Palsy</li> <li>• Selective Mutism</li> </ul>
<p><b>How does Warren Academy identify if a pupil has special educational needs?</b></p>	<p>A pupil may be identified as having Special Educational Needs and Disabilities if there are concerns around the pupil’s progress or their ability to access the curriculum without adjustment.</p> <p>The school gathers information from a range of sources, these being:</p>

<p><b>How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Parents/carers</li> <li>• Class teachers and other school staff e.g observations/teacher assessments</li> <li>• External professionals e.g GP, paediatrician</li> <li>• Previous school settings</li> </ul> <p>If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child. If you have concerns about your child's progress, you should speak with your child's class teacher initially. If you continue to be worried that your child is not making progress you can contact the SENDCo to arrange a meeting to discuss your concerns.</p>
<p><b>What is Warren Academy's policy for making provision for pupils with special educational needs?</b></p>	<p>The schools SEND policy outlines how pupils with special educational needs are supported (this policy is on the school's website).</p>
<p><b>What is Warren Academy's approach to teaching pupils with special educational needs and how does the school adapt the curriculum and learning environment?</b></p>	<p>Warren Academy recognises that quality first teaching is the first step in responding to all pupils, including those who have or may have special educational needs. Class teachers use a range of strategies to differentiate the curriculum so that it is accessible to all. Examples of this being:</p> <p>Differentiated work/questioning.</p> <p>Delivery of the curriculum in a variety of ways e.g:</p> <ul style="list-style-type: none"> <li>• practical tasks</li> <li>• small group support with an adult or paired work</li> <li>• through the use of ICT</li> <li>• use of alternative resources e.g coloured overlays, pencil grip, laptop, specialised scissors etc.</li> </ul> <p>Adjustments may also be made to the environment e.g:</p> <ul style="list-style-type: none"> <li>• visual timetable,</li> <li>• ensuring a quiet and calm classroom,</li> <li>• designated work stations etc.</li> </ul>

	<p>See the school's accessibility plan to review additional adjustments, which are made to the environment.</p> <p>In addition to quality first teaching and differentiation during lessons, pupils may receive additional support/interventions following monitoring and assessment. Pupils will have an Individual Provision Map (IPM) written by the class teacher that outlines specific teaching and learning strategies, which support the pupil and personalised targets.</p> <p>These targets are reviewed with the child (where appropriate) and with parents. Parent and child voice is gathered and used to adapt or make changes to the IPM where required.</p> <p>We also work in partnership with external agencies to review and adapt our environment and curriculum to best support the needs of all our pupils.</p> <p>We also have an alternative provision setting within school. Pupils who access this are provided with a highly bespoke curriculum and targets to meet their complex needs.</p>
<p><b>How does Warren Academy assess and review the progress of pupils with special educational needs?</b></p> <p><b>How does Warren Academy evaluate the effectiveness of its provision for pupils with special educational needs?</b></p>	<p>We aim to identify children with SEND as early as possible following a graduated response using the four part cycle of:</p> <div data-bbox="1084 970 1543 1203" data-label="Diagram"> <pre> graph TD     Assess[Assess] --&gt; Plan[Plan]     Plan --&gt; Do[Do]     Do --&gt; Review[Review]     Review --&gt; Assess </pre> </div> <p>Assess – We will assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments.</p> <p>Plan – The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.</p>

	<p>Do – The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, 1-1 support, specific interventions or outside agency support.</p> <p>Review – The team around the child, including parents and the child, where appropriate, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made with take place and the cycle will begin again if necessary to continue to provide the appropriate support for the child.</p> <p>In addition to this, the class teacher, with the Executive Head or Head of School, will share this information and adjustments, during termly pupil progress meetings.</p> <p>The attainment and progress of all pupils at Warren Academy is monitored by the Executive Head, Head of School, SENDCo and other members of the senior leadership team through regular book scrutiny, lesson observations and learning walks to ensure that the needs of all pupils are being met.</p> <p>In addition to the above, the progress of pupil's with an EHCP will also be reviewed at an annual review meeting with all adults/professionals involved with the pupil.</p>
<b>How does Warren Academy enable pupils with special educational needs to engage in the activities of the school (e.g. physical activities/ after school clubs/ trips).</b>	<p>At Warren Academy, we strive to ensure that all pupils can access all parts of school life. Where possible, reasonable adjustments will be made for all pupils to access all areas of the curriculum, including extra-curricular activities and trips. We endeavour to liaise with parents, school staff and external agencies to support us with this. Specific risk assessments are put in place and additional members of staff are allocated as additional support if required.</p>
<b>How does Warren Academy support and improve the emotional, mental and social development of pupils with special educational needs?</b>	<p>The well-being of every child is paramount to us at Warren Academy. We have a safeguarding policy in place, which adheres to national guidelines; ensuring the safety and well-being of all pupils.</p> <p>The school also endeavours to develop strong relationships with parents/carers to ensure that lines of communication are always open to discuss and support pupils' emotional well-being.</p> <p>Staff are trained in Lego Therapy, Play Therapy and emotion coaching which enable pupil to have time to talk to key adults and express their emotions in a safe environment.</p> <p>Staff facilitate circle of friends and buddy systems for pupil and class teachers also undertake weekly planned PSHE sessions following the Jigsaw, and themes such as bullying, mental health and friendship are regularly addressed through whole school assemblies.</p>
<b>How does Warren Academy support and improve the emotional, mental and social</b>	<p>The emotional health and well-being of every child is paramount to us at Warren Academy. We work closely with the whole team around a child to ensure we meet their individual needs. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum from Jigsaw to support this development. However, for those children who find aspects of this difficult we offer.</p>

<p><b>development of pupils with special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Referrals to MHST</li> <li>• Emotion coaching strategies used by all staff</li> <li>• Worry box available in the corridor.</li> <li>• Well-being interventions – for example, circle of friends, Legotherapy and play therapy</li> <li>• Each class has a calm corner available to all children</li> <li>• Lunch time and play time support</li> <li>• Individualised programmes of work specific to the child – monitored by the Routes to Inclusion framework</li> <li>• Access to external agencies and professionals to follow their advice</li> <li>• Safeguarding team who work closely with the whole team around each child</li> </ul> <p>The school also endeavours to develop strong relationships with parents/carers to ensure that lines of communication are always open to discuss and support pupils' emotional well-being.</p>
<p><b>Who are the Special Educational Needs Coordinators at Warren Academy and what are their contact details?</b></p>	<p>Warren Academy's school SENDCOs are:</p> <p><b>Mrs Amie Bennett</b> who can be contacted by telephone at school on 0115 915 3760 Or by email: <a href="mailto:Admin@warrenacademy.co.uk">Admin@warrenacademy.co.uk</a></p> <p><b>Mrs Stephanie Ford</b> who can be contacted by telephone at school on 0115 915 3760 Or by email: <a href="mailto:Admin@warrenacademy.co.uk">Admin@warrenacademy.co.uk</a></p> <p>The Lead Governor for SEND is Sarah Rogers.</p>
<p><b>How are teachers in school supported to work with pupils with special educational needs and what training do they have?</b></p>	<p>Warren Academy aims to keep all school staff up to date with relevant training and developments in supporting the needs of pupils with special educational needs. Training is disseminated to teaching staff, teaching assistants, midday supervisors, carers and non-teaching staff.</p>

	<p>Staff have regular update training from the SENDCo or arranged through external agencies during designated staff meetings. In addition to this, individual teachers and support staff attend training courses relevant to the specific needs of the pupils in their class as required.</p> <p>Recent training has included:</p> <ul style="list-style-type: none"> <li>• Positive handling</li> <li>• Asthma training</li> <li>• Autism Awareness</li> <li>• Updates on relevant policies, IPM's and reasonable adjustments</li> <li>• Emotion coaching</li> <li>• Behaviour for Learning (Routes to Inclusion)</li> <li>• Adaptive teaching</li> </ul>
<p><b>How do school facilities and equipment support pupils with special educational needs?</b>  <b>How accessible is the school?</b></p>	<p>The building is on one level with a path leading to all main entrances. There are no steps in the building ensuring it is wheel chair friendly. An Access toilet is located just past the main reception.</p> <p>All pupils who require additional adjustments and support to exit the building safely have Personal Emergency Evacuation Plans (PEEP's) in place, which are reviewed regularly.</p> <p>We ensure that wherever possible, equipment used is accessible to all children regardless of their needs.</p> <p>We also have access to specialised equipment where required, such adapted scissors, pencil grips or equipment to support mobility etc.</p> <p>The school has an up to date accessibility plan which is considered each year and whenever there is building work. Please refer to the school website for a copy of the accessibility plan.</p>
<p><b>How do we consult parents and carers of pupils with special educational needs and involve them in their child's education?</b></p>	<p>At Warren Academy we value the importance of building positive relationships with parents and families within our school community.</p> <ul style="list-style-type: none"> <li>• Your child's class teacher, in the first instance, is available after school to talk to you about your child's progress and any concerns you may have and also to share information about what is working well at home and school.</li> <li>• The SENDCo is also available to discuss any concerns or worries you may have. Please use the contact information found above if you would like to arrange a meeting.</li> <li>• Parents' evenings take place twice a year and provide an opportunity to review pupil's personal targets (IPM's), parent voice is gathered during these meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• This is followed by the annual end of year report where parent/carers can review their child's overall progress and comment on the provision which has been in place and whether it needs to continue.</li> <li>• In addition to this, parents/carers of pupils in receipt of top-up (HLN) funding , or an Education Health Care Plan (EHCP), are invited to a formal Annual Review and transition meeting with the SENDCo at the end of the summer term.</li> </ul>
<b>How do we consult pupils with special educational needs and involve them in their own education?</b>	<p>All children including children with SEND are encouraged to share their views about their education, progress and individual targets.</p> <p>The children are involved in setting and reviewing their targets with their class teacher and support team.</p> <p>Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf. When possible we also enable the pupils to:</p> <ul style="list-style-type: none"> <li>• Contribute to their target setting and the review of their IPM's.</li> <li>• Gather pupil voice e.g what is working well for them in class, how can we help further?</li> </ul>
<b>How does Warren Academy prepare and support pupils with special educational needs during transition periods (joining/leaving the school, moving between key stages/classes)?</b>	<p>For new pupils information is collected when admitted into school through:</p> <ul style="list-style-type: none"> <li>• Discussion with parents/carers</li> <li>• Liaising with any external professionals involved</li> <li>• SENDCo will liaise with previous school setting as required.</li> </ul> <p>Where pupils leave Warren Academy for another school/setting:</p> <ul style="list-style-type: none"> <li>• SENDCo will contact the new school and ensure they know about any special arrangements that need to be made.</li> <li>• All relevant records will be passed on to the new school.</li> <li>• SENDCo will seek support from external agencies where required e.g additional transition support is offered for pupils with ASD through the Autism team.</li> </ul> <p>When moving classes in school:</p> <ul style="list-style-type: none"> <li>• Class teachers will have detailed discussions with new class teacher.</li> <li>• Transition records will be updated and passed on.</li> <li>• Transition booklets and extra visits to their new class familiarise pupils with their new environment and new teachers before transition takes place.</li> </ul>

<p><b>How does Warren Academy prepare and support pupils with special educational needs for adulthood and independent living?</b></p>	<p>Through our broad and balanced curriculum we enable learners to develop skills such as problem solving, good communication, resilience, independence and the ability to work with others. We are committed to ensuring that pupils achieve their full potential and develop into well rounded individuals. We teach life skills and develop the child as a whole through our embedded values led ethos. We seek support from external agencies as and when required to support pupils further with this.</p>
<p><b>Which outside agencies provide support to meet the needs of children with SEND in school and to support their families.</b></p>	<p>Warren Academy accesses a range of external agencies to support pupils with special educational needs. These services are requested by the SENDCo:</p> <p><b>Local Authority provision available:</b></p> <ul style="list-style-type: none"> <li>• Autism Team</li> <li>• Educational Psychology Service</li> <li>• Behaviour Support Team</li> <li>• Routes to Inclusion Intensive Support Team</li> <li>• Learning Support Team</li> <li>• Hearing Impairment Team</li> <li>• Speech and Language Therapy</li> <li>• Ask Us Nottinghamshire</li> </ul> <p><b>Health Provision available:</b></p> <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• School nurse</li> <li>• Physiotherapy</li> <li>• Mental Health Support Team (MHST)</li> <li>• Child and adult Mental Health Service (CAHMs)</li> <li>• Paediatrician support</li> <li>• Asthma nurse</li> </ul> <p>We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child then we will always obtain written parental consent. Parents/carers will be kept informed of any written feedback and we will share written reports where appropriate.</p> <p>Parents/ Carers of children with SEND can also access the 'Ask us Nottinghamshire' website <a href="http://www.askusnotts.org.uk">www.askusnotts.org.uk</a> and helpline 0800 121 7772 for specialist information and advice.</p>

<p><b>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</b></p>	<p>The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and provide support for parents.</p> <p>The following services will be involved as and when necessary:</p> <ul style="list-style-type: none"> <li>• Schools and family support services</li> <li>• Early Year support</li> <li>• Sensory Impaired Support</li> <li>• Behaviour Support</li> <li>• Speech and Language Therapy Service</li> <li>• Educational Psychology Service</li> <li>• School nurse/ healthy Families Team</li> <li>• Community Paediatrician</li> <li>• Occupational Health</li> <li>• Physiotherapy</li> <li>• Parent partnership</li> <li>• Early Help</li> <li>• Targeted Support.</li> </ul>
<p><b>What should parents/carers do if they have a concern or complaint about the provision made by Warren Academy?</b></p>	<p>At Warren Academy we will always try our best to work in partnership with parents/carers and listen to any concerns you may have. In the event of a complaint, parents/carers should approach their child's class teacher/SENDCo (Mrs. Bennett or Mrs Ford) first. If the issue is still unresolved then parents/carers can then request a meeting with the Executive Head (Mr. Middleton) or Head of School (Mrs. Salam). If parents are still not satisfied with the outcome then this would be passed on to the governors. If the issue is still unresolved then parents/carers should follow the school's complaints procedure, this can be found on the school website.</p>
<p><b>How does school manage the administration of medicines?</b></p>	<p>Any pupils with additional medical needs are well catered for at Warren Academy. All medical requirements are requested from parents prior to admission and these are added to individual pupil records on SIMs and 'Medical Tracker'. All medicines are labelled and kept in a cupboard/fridge that is only accessible to appropriate members of staff and not pupils. Written records are kept of all medicines administered to children. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. The school uses Medical Tracker to log and track all medication usage and medical conditions.</p>

<b>Who support services can I contact if I need help, advice or support for my child with SEND?</b>	<ul style="list-style-type: none"> <li>• Ask Us Nottinghamshire: <a href="http://www.askusnotts.org.uk">www.askusnotts.org.uk</a> or call them on 0800 121 7772</li> <li>• The Nottingham City Council Local offer: <a href="https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7">https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7</a></li> <li>• The Government guide for Parents and Carers: <a href="https://www.gov.uk/government/publications/send-guide-for-parents-and-carers">https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a></li> <li>• The National Autistic Society: <a href="https://www.autism.org.uk/about/family-life/parents-carers.aspx">https://www.autism.org.uk/about/family-life/parents-carers.aspx</a></li> </ul>
<b>Who can I contact in school and talk to if I have concerns about my child?</b>	<ul style="list-style-type: none"> <li>• The Class Teacher</li> <li>• Mrs Amie Bennett (SENDCO)</li> <li>• Mrs Stephanie Ford (SENDCO / Leader of Inclusion and Welfare).</li> <li>• Mrs Kellie Salam (Head Teacher)</li> <li>• Mr Ross Middleton (Executive Headteacher)</li> </ul>