

## SEND school offer and information report

### SEND Offer Statement

A SEND Offer / Information Report is information for parents/carers of children who have Special Educational Needs and / or Disabilities. The offer outlines the support and provision that they can expect to receive from Warren Primary Academy.

At Warren Primary Academy we strive to achieve the highest standards to support pupils with Special Educational Needs and Disabilities (SEND). We promote an inclusive educational environment in which we support and encourage all pupils to reach their potential. Quality first teaching is vital, however for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this, steps may be taken to support young people through their learning journey.

Warren Primary Academy works closely with Nottingham City and Nottinghamshire Local Authorities in order to support our children who are identified as having an additional need within the four areas of SEND, as identified by the DfE (SEN CoP 2014).

- Communication and Interaction (including ASD across the spectrum)
- Cognition and Learning (including dyslexia, dyspraxia and SPLD)
- Social, Emotional and Mental Health (including ADHD)
- Sensory and/or Physical

### How do we define Special Educational Needs?

We keep a detailed up to date register of all students who receive additional support in the following three categories – which currently are:

- SEN School Support – Your child is receiving additional intervention(s) to support them in making academic or social progress and meet their targets.
- SEN Wider Professionals' Support – Your child has an outside agency working with them and school to assist in making the best provision for them.
- Education Health Care Plan – Your child has significant and complex needs and has been identified as requiring support from the Local Authority to access the mainstream offer of education.

## What can I expect if I send my child to Warren Primary Academy?

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning. A team of dedicated staff who collaborate and communicate to ensure the best personalised provision.

### How does the school support parents and pupils?

#### Parents

Your child's class teacher will be able to support or answer any queries you might have regarding your child. Please work with them in the first instance. If you feel that issues or concerns haven't improved, the class teacher will liaise with the SENCO and discuss next steps. If you would like to speak to the SENCO, this is arranged by calling the office for an appointment, if class-based interventions do not seem to be effective.

Information from outside agencies and professionals will be shared with you in person or via written reports. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be informed if a new support measure is put in place.

The SENCO is also able to signpost you to any relevant support organisations or websites that could assist you. If you feel further support is needed, you should contact the Headteacher to discuss this.

#### Pupils with SEND

Your child is the responsibility of their class teacher who plans and delivers the majority of your child's lessons and learning. A very small number of children receive a personalised curriculum outside the classroom which is planned with the SENCO, teacher and TA.

The SENCO co-ordinates the relevant support for children with SEND. This includes, if required, additional adult support, interventions, nurture provision, tracking and collaboration with outside agencies.



## Universal Provision

All pupils (with or without SEND) will be:

- Supported by the school's pastoral systems
- Encouraged and supported to achieve their full potential in all aspects of school life
- Supported by a safe, happy and purposeful environment
- Able to access an enriched curriculum that incorporates different learning styles in all subject areas
- Supported through differentiation
- Supported to ensure that they are making progress which is monitored and tracked within school
- Encouraged to be actively engaged in their learning
- Offered a varied range of clubs and extra-curricular activities
- Able to access further support should a need be identified
- Taught by staff who have access to regular training and have knowledge and information on the nature and degree of pupils' specific needs

## SEND graduated response at Warren

### Classroom

Quality first teaching;  
Regular use of AfL to assess, plan, do and review;  
Use assessment data to identify starting points/progress;  
Set SMART targets;  
Communicate with parents;  
Select high quality resources to aid understanding.

### Targeted support

Pre-teaching from the class teacher;  
Small group teaching (where appropriate);  
Use of bespoke resources.

#### Interventions:

- Speed reading;
- Precision teaching;
- Fluent in 5;
- Toe-by-toe;
- Fun Fit;
- Speech and language;
- Handwriting;
- Fine/gross motor skills;
- Food therapy;
- Lego therapy;
- Theraplay;
- Sensory play;
- Yoga nurture;
- Sports mentorship;
- One-to-one academic support;
- Transition support;
- Amazing me (SEMH);
- Colourful semantics.

### Outside Agencies

Learning Support Team;  
Educational psychologists;  
Transition team;  
Autism Education Team;  
Behaviour Support Team;  
Intensive Support Team;  
Learning mentors;  
CAMHS;  
Social Care;  
Looked After Children team;  
Speech and Language team;  
School Nurse;  
Physiotherapists;  
Occupational therapists;  
Sure Start;  
Young Carer's team,  
Local Authority.

### Personalised provision

Child's abilities are assessed using specific criteria, e.g. PIVATS, Autism Framework;  
Education is pitched at a significantly different level to the child's chronological age;  
A practical, skills based curriculum;  
Shorter, focused sessions;  
Focus on social skills and functional skills;  
Led by trained staff or providers;  
Implemented alongside health professionals' guidance;  
EHCP implemented to support the child until the age of 25.



## How do we ensure that each new year starts smoothly for your child?

Transition to the new class starts in July, before the children go home for the summer.

All children get to:

- Meet their new teacher.
- Spend time in their new classroom.
- Learn about the topics they'll study when they come back in September.
- Find out about any new information, e.g. routines, timings throughout the day, etc.

**Some children need more support than this in order to feel confident about their new school year. For these children, the following additional measures are taken:**

- A one page document, outlining the child's strengths, needs and interests is created for the new teacher. This also involves how best to communicate with the child.
- Planning and transition discussions are held with the child and family prior to the move.
- Additional time is planned for the child to go into the new classroom.
- Photo-booklets containing pictures of the new staff/classroom are sent home before the summer so parents can support their child to feel confident about the new year.
- Professionals that work with the child are included in transition talks if provision in the new class needs to be different from that of other children in the class.