



# Warren Academy SEND Information Report

## 22-23

<p><b>What kinds of special educational needs does Warren Academy make provision for?</b></p>	<p>Warren Academy 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>We provide support for the following areas of need as categorised by the SEND Code of Practice 0 to 25 years 2015:</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>A child’s needs may be in one or more of these areas.</p>
<p><b>How does Warren Academy identify if a pupil has special educational needs?</b></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>	<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> <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 you have concerns then an appointment can be made to see the class teacher and SENDCo, where your child’s needs can then be discussed.</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.</p> <p>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>• the 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>Every pupil's progress is continuously monitored by their class teacher; targets and provision are reviewed and adapted when required or at least every half term. This information is shared by the class teacher to the Executive Head or Head of School in termly pupil progress meetings and adjustments are made to the pupils provision as required.</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>
<p><b>How Warren Academy enables pupils with special educational needs to engage in the activities of the school (e.g physical activities/after school clubs/trips)</b></p>	<p>At Warren Academy we strive to ensure that all pupil's 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 will be put in place and additional members of staff are allocated as additional support if required.</p>
<p><b>How does Warren Academy support and improve the emotional, mental and social development of pupils with special educational needs?</b></p>	<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. We also have a Yoga Nurture teacher who runs assemblies, class sessions and 1:1 work with specific pupils once a week. She focuses on relaxation techniques, emotional regulation and supports pupils with their well-being.</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>
<p><b>Who is the Special Educational Needs Coordinator at Warren Academy and what are their contact details?</b></p>	<p>Amie Bennett is the SENDCo. We also have a SEND governor Stewart Armstrong.</p> <p>Parents are welcome to approach the school in person, initially via the office or class teachers. Alternatively, you can contact us by email or telephone.</p> <p>Tel: 0115 915 3760 Email: <a href="mailto:admin@warrenacademy.co.uk">admin@warrenacademy.co.uk</a></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>• Speed reading</li> <li>• FunFit</li> <li>• Lego Therapy</li> <li>• Play Therapy</li> <li>• Behaviour for Learning (Routes to Inclusion)</li> </ul>
<p><b>How do school facilities and equipment support pupils with special educational needs? 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>Pupils have access to specialised equipment as required, such adapted scissors, pencil grips or equipment to support mobility etc. An accessibility plan is in place and is reviewed regularly</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>The SEND Code of Practice emphasises the importance of working in partnership with parents. At Warren Academy we encourage and facilitate parents to actively participate in their child's education.</p> <ul style="list-style-type: none"> <li>• We have an open door policy where parents/carers are welcome to make appointments with the class teacher and/or SENDCo to discuss their child's progress and share information and any concerns they may have.</li> </ul>



	<ul style="list-style-type: none"><li>• Parents/carers can also contact school via telephone/email/Class Dojo, or request a home/school communication book where appropriate.</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><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>At Warren Academy we try and place the child at the centre of their learning. When possible we 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><li>• Pupils with HLN funding and EHCPs are also invited to contribute to the Annual Review meeting or to attend the meetings if appropriate.</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>
<b>How does Warren Academy prepare and support pupils with special educational needs for adulthood and independent living?</b>	<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.</p> <ul style="list-style-type: none"><li>• We seek support from external agencies as and when required to support pupils further with this.</li></ul>



<p><b>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</b></p>	<p>Warren Academy accesses a range of external agencies to support pupils with special educational needs these being. These services are requested by the SENDCo, class teachers or a direct referral from parents/carers. Please contact the SENDCo for direct contact details if you would like to make a referral.</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy Service (SALT)</li> <li>• Paediatrician/GP services</li> <li>• Child Adolescent Mental Health (CAMHS)</li> <li>• Autism Team</li> <li>• Behaviour Support Team</li> <li>• Educational Psychologist</li> <li>• Learning support team</li> <li>• Sensory Team</li> <li>• Occupational Therapy</li> <li>• Health Visitor Team</li> <li>• Asthma nurse</li> <li>• EHCP support</li> </ul>
<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>At Warren Academy we can request additional support and advice from a range of external agencies. These include: Learning Support Team, Physical Team, Sensory Team and Autism Team, Community Educational Psychology Service, Behaviour Support Team and Health Services. The school has arrangements for securing access to these services for pupils with special educational needs and/or disabilities. We strive to establish effective links with these agencies and meet regularly to liaise and share information throughout the school year.</p>
<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) 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 the issue is still unresolved then parents/carers should follow the school's complaints procedure.</p>
<p><b>Where can parents/carers access further information?</b></p>	<p>Parents/carers can visit the school website to access the SEND policy, this information report and the Local Offer. Here is the link to the Local Offer: If you have a 'city' postcode please see the following website: <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> If you have a 'county' postcode please see the following website: <a href="https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannelnew=9">https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannelnew=9</a></p>