

SEN Information Report Guidelines

This document is intended to provide parents, carers and families with information on how we support pupils identified with a special educational needs or disability.

The SEN Information Report should be read in consultation with the SEN policy, Accessibility Plan and Annual SEN Report. Together they include details of:

- **The school's admission arrangements for pupils with SEN or disabilities**
- **The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils**
- **The facilities provided to assist access to the school by pupils with SEN and disabilities.**

(Children and Families Act 2014, Part 3)

Rationale

Excelsior Academy is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. In addition to a fully qualified SENCO (Special Educational Needs Co-ordinator) and SENTA (Special Educational Needs Teaching Assistant) we work very closely with various professionals from a wide range of outside agencies. Excelsior Academy also employ a counsellor to support pupils with emotional or mental health difficulties; relationships, bereavements and self-esteem issues.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for impartial information, advice and support in relation to their pupil's SEN and/or disability.

The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service officer is Judith Lane. She can be contacted on 0191 284 0480 or by email: judith.lane@newcastle.gov.uk

For all pupils with SEN:

- We use pupil friendly individual education plans (IEPs) which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of individual education plans.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during all periods of transition
- We liaise closely with other schools at transition times to ensure that SEN pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

Types of SEN	Support/provision/ staff expertise
<p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to support pupils to understand what will happen and when • Areas of classroom are clearly defined and labelled • Support during times of stress or anxiety • Areas of low distraction / individual workstations • Social skills support through small group intervention e.g. Friends programme, social stories • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • Rewards of golden time/peer interaction for individual pupils • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Opportunity to communicate in various ways e.g. communication books, Makaton, PECS • Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball • Use of individualised reward systems to promote learning and enhance self-esteem • Vocational courses e.g. ASDAN, COPE • Strategies to reduce anxiety e.g. 5 point scale • Relevant staff qualifications • Advice / training from outside agencies
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. Fun Friends (KS1), Friends for Life (KS2), Counselling service, Key member of staff for support/ mentoring

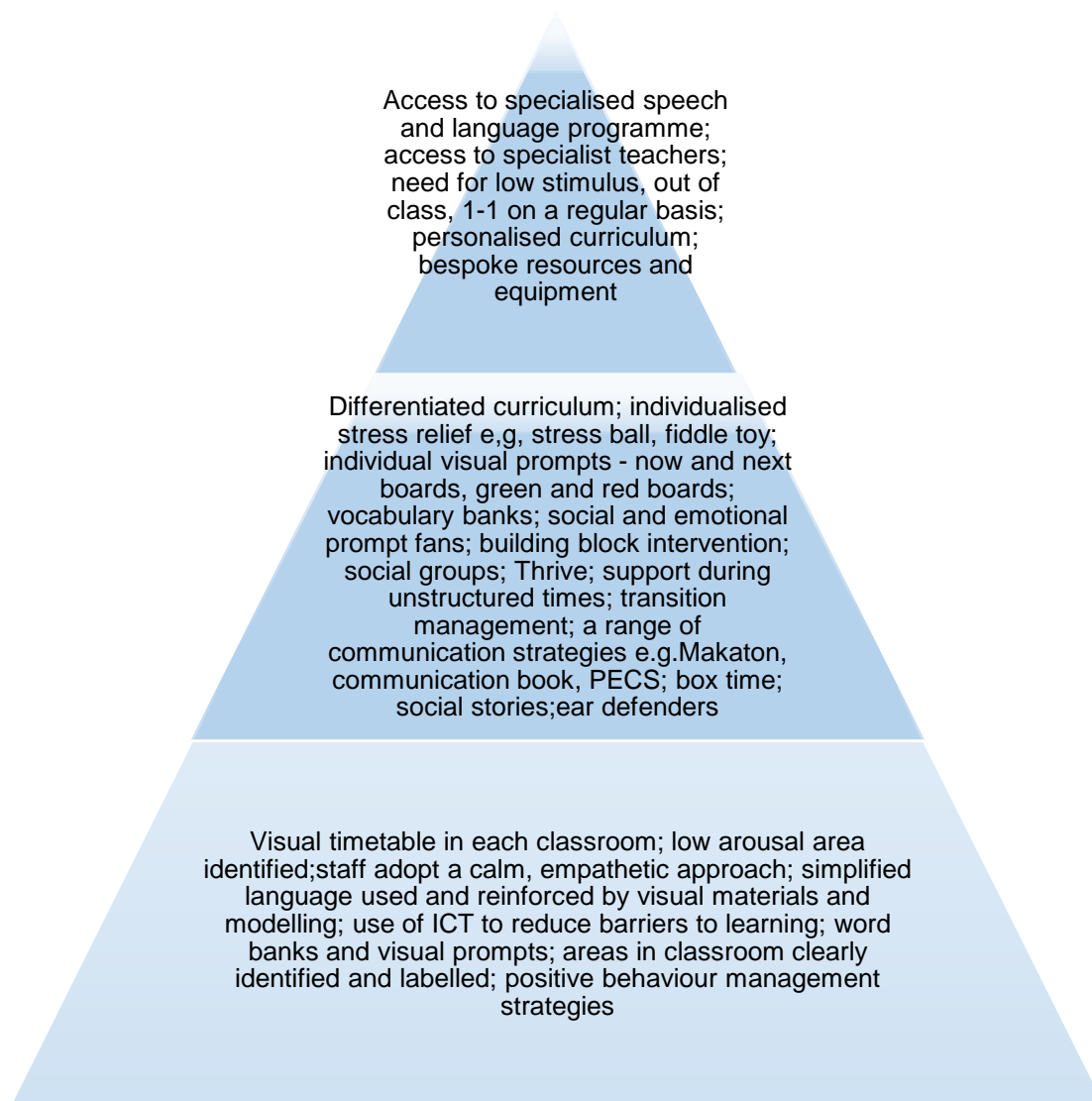
	<ul style="list-style-type: none"> • Additional assessments that focus on emotional development • Lego based therapy / Art therapy • Vocational courses e.g. ASDAN, COPE • Strategies to reduce anxiety e.g. 5 point scale • Residential trips which help to develop social, emotional and behavioural resilience and promote independence • Support and additional preparation for examinations • Staff trained in positive handling • Relevant staff qualifications • Advice / training from outside agencies
<p>Cognition and Learning Needs</p> <p>This may include;</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • Strategies to promote and develop literacy and mathematical skills with increasing independence • Additional small group support in class from the class teacher and teaching assistant • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. Rapid Reading, Rapid Writing, Power of 2, Read Write Inc. • Small group daily phonics teaching for lower Key Stage 2 pupils at their level of phonic acquisition • Use of ICT where possible to reduce barriers to learning e.g. RM Maths, Lexia Reading, Nessy • Use of support materials and resources e.g. Numicon • Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical • Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words • Alternative approaches to recording promoted. • Opportunities for repetition of key learning. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Vocational courses e.g. ASDAN, COPE • Strategies to reduce anxiety e.g. 5 point scale • Multi-agency involvement with the family as required • Advice and support from outside agencies. • Support for homework through in- school clubs and /or breakfast / after school clubs. • Differentiated and, where applicable, individually personalised homework. • Relevant staff qualifications • Advice / training from outside agencies

Sensory and/or Physical Needs

This may include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs

- Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils
- Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs
- Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school
- Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty
- We provide support with personal and intimate care, if and when needed
- We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp into KS2 if required. (See Accessibility Plan)
- Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)
- Additional handwriting support through targeted intervention programmes e.g. Write from the start
- One-to-one support for gross and fine motor skills in the classroom as and when required
- Movement breaks for pupils with motor coordination difficulties as and when required
- Alternative ways of recording ideas/writing/investigations
- Relevant staff qualifications
- Advice / training from outside agencies
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The first tier indicates what will be normally available in every classroom, the second tier is provision that is additional and different, the third is higher level of support where pupils may have top up funding or an EHCP.

ACTION – please ensure you refer to your anti bullying policy in the SEMH section and that SEN is referenced in the anti-bullying policy. You may wish to include a hyperlink to the policy.