



1. What kinds of SEND does the school provide for?

The school accommodates all SEND in line with the Equality Act 2010 and provision is available for all of the four areas of need outlined in the 2014 SEND Code of Practice. As a school, we work closely with a variety of external agencies, such as speech and language resource centres, ENTRUST, Stoke-on-Trent Local Authority, CAMHS, Younger Minds and the NHS. This helps us to provide a tailored curriculum for children with additional needs identified. We also have a WISH team who support and cater for children with social, emotional and mental health needs.

2. How does this setting know if their children/young person needs extra help and what should I do if I think my child/young person may have special educational needs?

Children are assessed when they start at Smallthorne Primary Academy, regardless of the year group they start in. We ensure that baseline testing is carried out so that we can identify any specific needs a child may have. We use this information to provide starting points for learning, develop a personalised learning journey, which shows appropriate support and challenge for every child and track progress made. Parents/carers are encouraged to discuss any concerns with the class teacher and the Special Educational Needs Disability Co-ordinator (SENCO).

The Academy uses the assess, plan, do and review model in terms of supporting all learners with SEND and those who have potential SEND needs and require assessment. Intervention and provision is reviewed using this model to ensure progress remains positive.

The SENCO at Smallthorne Primary Academy is Miss Sophie Holford and is supported by Mrs Lara Dalton. There is rigorous tracking of pupil progress in all year groups, which is analysed at half-termly pupil progress meetings. Targets are set for all pupils in Reading, Writing and Maths.

3. How will the setting support my child/young person?

Having identified any additional needs, we then seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress.

Our pupil tracking system, together with the provision maps and Special Needs Register, ensures staff and governors have the information they need to monitor pupil progress. "All classes carry out a key group analysis which will provide an overview and enable detailed monitoring." Parents / carers will receive a report on these three times per year, but should any concerns arise, parents / carers are able to book an appointment with the Academy Principal or SENCO.

Our aim is to make sure that teaching and learning at Smallthorne allows children to grow spiritually, morally, culturally and intellectually. We want them to see themselves as global citizens who have the ambition to see the world around them as a place full of opportunities. High expectations and a relentless focus on engaging and enjoyable lessons mean that we can provide our children with the education they deserve.

All interventions are run by trained staff. These include Precision Teaching, Lexonik, Toe-by-Toe, Beat Dyslexia, phonics interventions and Socially Speaking programmes. We regularly train our staff in new interventions to match the needs of the pupils. We work closely with the CLT Director of Inclusion to ensure appropriate interventions are available and have impact.

4. How will both you and I know how my child/young person is doing and how will you help me to support their learning?

We encourage an active partnership between school and home.

We regularly share information about the curriculum and we provide regular newsletters, setting out the learning for each half term.

We hold regular meetings with parents to discuss their child's progress and parents / carers are able to book meetings with the Academy Principal and / or SENCO.

Home reading books enable parents to support their child's learning and we can advise on how to best support your child's individual learning style. Any child with an EHCP will have an annual review where a member of staff from the LA will attend and progress monitored.

5. What support will there be for my child's/young person's overall wellbeing?

We encourage children to talk about their overall wellbeing through circle time, assemblies and PSHE/daily reflection time. We want every child to feel safe and have good relationships with our staff. All children are encouraged to get on well and enjoy the positive ethos in the school.

All staff within the Academy have received mental health training and training on specific wellbeing issues, through the City Learning Trust's Developing People programme. The Academy has a service-level agreement with Younger Mind, who provide an external counselling service. Referrals are done via the Academy.

Individual health care and dietary plans are in place where needed and are shared with parents and staff and are reviewed annually by the inclusion team.

Risk assessments are updated regularly. These include risk assessments for all outdoor areas and assessments for children on the SEND register with social, emotional and mental health needs.

The Principal, Assistant Principal, Senior Business Support Officer and the inclusion team work closely with the Educational Welfare Officer to monitor attendance.

Our school council gives children the opportunity to contribute their views and concerns.

6. What specialist services and expertise are available at or accessed by the setting?

Many of our staff are undertaking leadership qualifications to further enhance the quality of the provision we offer to our pupils. The City Learning Trust offer a comprehensive training programme including Developing People.

The school has links with key professionals:

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Visual- and Hearing-Impaired Team
- Educational Psychologists, Behaviour and Language Support
- ENTRUST
- Younger Mind
- Portage Service
- Early Years Forum
- ILS (Inclusion Learning Services).

7. What training have the staff supporting children and young people with SEND had or are having?

We have a highly trained staff and there are many opportunities available to them to improve their skill set in terms of SEND. The City Learning Trust's Director for Inclusion runs specific CPD sessions on specific SEND issues, such as Dyslexia, Dyspraxia, ASD and Mental Health.

Our SENCO is Miss Sophie Holford, who has Qualified Teacher Status and has the mandatory SENCO qualification.

Staff have been trained in Precision Teaching, Dyslexia Friendly Schools, Speech and Language programmes and Lexonik.

8. How will my child/young person be included in activities outside this classroom including school trips?

If the additional needs of a child are likely to impact on their level of participation in any activity, school staff consult with parents / carers in order to find a way to maximise the child's access.

All children are included in all aspects of school life whenever possible. Risk assessments may be carried out resulting in reasonable adjustments or additional support being put in place to support inclusion.

Our Special Educational Needs report and our Equality policy are available on the school website.

9. How accessible is the environment?

Our Accessibility Plan is detailed and clear and we regularly remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Our Academy is a new build, all on one level and is accessible to all including disabled access. Our Academy has a wide entrance door with press button access. Risk assessments are carried out if a child has specific needs relating to accessing the school environment. The Academy has an access policy about letters and any information on our website. If a parent / carer or child requires this in a different language or format, we will provide this in a reasonable timeframe free of charge.

10. How will the setting prepare and support my child/young person to join the next stage of education and life?

We believe that the needs of our children are best served by smooth and co-ordinated transfer and transition systems. To that end, we co-operate with all schools to ensure relationships and dialogue are developed and sustained at all levels.

Before starting the Academy, children and parents visit the Nursery setting on a series of induction afternoons. Staff will also arrange individual meetings with parents to gather the necessary information about their child.

We prepare children well for transition to high school by encouraging high standards and independence.

Children will visit their chosen high school. The SENCO and Year 7 staff from the receiving high schools visit the primary school staff to share information and strategies to ensure smooth transition for all. Enhanced transition in the form of extra meetings and visits are arranged for children who have additional needs.

We work closely with our main feeder Academy, Haywood Academy, and have many joint policies and procedures to aid continuity.

11. What do I do if I want to make a complaint?

If a parent would like to make a complaint, they can either go to the Academy website and follow the links to the complaints policy or the Academy can provide this in paper form by coming into the main office.

12. What other support is available to parents and how can I contact them?

For further information about Smallthorne Primary Academy please contact the school office in the first instance on 01782 235265.

The Academy Principal is Mrs Tina Steele.

The Academy Assistant Principal is Miss Sophie Holford.

All class teachers will be happy to meet with parents to discuss any concerns.

The Local Authority's Local Offer for SEND Services is available on their website:

<https://localoffer.stoke.gov.uk/>

SENMAS - 01782 231863 or SENMAS@stoke.gov.uk

The SENDIASS team can be contacted on 01782 234701 / 01782 234847 or sendiass@stoke.gov.uk .

The local safeguarding team can be contacted on 01782 235100 or SRT@stoke.gcsx.gov.uk