



Tree Tops Primary Academy - SEND Information Report 2023-24

At Tree Tops Primary Academy we value the abilities of all our pupils and strive to provide the best education to all our pupils so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every child in our care, and to also provide a safe and fully equipped learning environment, which caters to the needs of every pupil as an individual. We are committed to providing excellent provision for all pupils with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils/students to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) The kinds of SEND that are provided for at Tree Tops Primary Academy:

At Tree Tops Primary Academy we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

The range of special needs currently being met within our Academy include:

Dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome and learning difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

2) Policies for identifying children with SEND and assessing their needs:

At Tree Tops Primary Academy we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points including the Y1 phonics screening, speech link and language link.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are Toe by

Toe, dyscalculia support, speech and language link interventions, booster sessions, Emotional Literacy, sensory circuit and Lego therapy.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Tree Tops Primary Academy we are experienced in using the following assessment tools: Ravens, EVT, BPVS and speech and language link. We have access to external advisors who are able to use the following assessment tools: Wechsler Individual Achievement Test (WIAT-III), The Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI), Goodenough Draw-A-Person Test, Sensory Profile and dyscalculia assessment.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and reviewed regularly, and refined/ revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

2a) The name and contact details of the SENDCO:

The SENDCO at Tree Tops Primary Academy is Enno Chinosa, who is a qualified teacher and has been accredited by the National Award for SEN Coordination.

Mrs Chinosa is available on 01622 754 888 or contactus@treetopsprimaryacademy.org.uk

3) Arrangements for consulting parents of children with SEND and involving them in their child's education:

All parents of pupils at Tree Tops Primary Academy are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be discussed with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

4) Arrangements for consulting children with SEN and involving them in their education:

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

5) Arrangements for assessing and reviewing children's progress towards outcomes:

Every pupil in the academy has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use in addition to the statutory National Curriculum assessments at Tree Tops Primary Academy are Speech and Language Link, BPVS, EVT and Ravens. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN plan will be reviewed and adjusted.

6) Arrangements for supporting children in moving between phases of education and in preparing for adulthood:

At Tree Tops Primary Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Under the guidance of the Specialist Teaching and Learning Service, we liaise with nursery settings to facilitate transition for reception pupils. We also opt into the Transition scheme led by the Specialist Teaching and Learning Service for our year 6 pupils.

We also contribute information to a pupils' onward destination by providing information to the next setting. We complete transition forms and additional forms to provide information about children with SEND and endeavour to discuss each pupil with secondary settings where possible.

7) The approach to teaching children with SEND:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Tree Tops Primary Academy the quality of teaching is judged to be good.

We follow the Mainstream Core Standards - <https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments, precision teaching, small group teaching and use of ICT. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

8) How adaptations are made to the curriculum and the learning environment of children with SEND:

Within the Trust, academies follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Academic challenges are provided by the academy for all students. The academy incorporates an inquiry-based approach to learning through the Primary Years Programme (PYP), enabling access to learning for all pupils, regardless of ability, while also empowering pupils to fulfil their academic potential.

9) The expertise and training of staff to support children with SEND, including how specialist expertise will be secured:

Teachers and teaching assistants have had the following awareness training: Mental Health awareness training, Sensory Circuit, Physiotherapy support training, Paediatric First Aid training. National Online safety training.

In addition, teachers have received the following enhanced and specialist training, Epilepsy Awareness, Dyslexia, Independent Writing training and Selective Mutism.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Specialist Teaching Service (STLS), Educational Psychology, Speech and Language therapy service, The Education People, CPD online, Occupational Therapy service, Physiotherapy service and dyslexia specialists. The cost of training is covered by the notional SEN funding.

10) Evaluating the effectiveness of the provision made for children with SEND:

Each review of a pupil's plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The coalition of all annual review evaluations of effectiveness will be reported to the governing body.

11) How children with SEND are enabled to engage in activities available with children in Tree Tops Primary Academy who do not have SEND:

All clubs, trips and activities offered to pupils at Tree Tops Primary Academy are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

12) Support for improving emotional and social development:

At Tree Tops Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: referrals to the school health service, Emotional Literacy sessions and Lego therapy sessions.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

13) How Tree Tops Primary Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children SEND and supporting their families:

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Educational Psychology service
- Access to local authority Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice via referral
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team.

14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

The normal arrangements for the treatment of complaints at Tree Tops Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO, Pastoral Manager or Principal. to resolve the issue before making a formal complaint following the complaints procedure.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.