

Name of School: **Willow Academy**

Date of Report **September 1st 2016**

### SEN INFORMATION REPORT

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 SEN.** The information published **must 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.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<ul style="list-style-type: none"><li>• Targeted intervention groups for SEN children</li><li>• 1:1 support for children with statements</li><li>• LAC (Looked After Children) support</li><li>• Small group work within the class</li><li>• Nurture groups to address emotional needs with Teaching Assistants</li></ul>
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
Mrs G Gunn (Deputy Headteacher/SENCo)
Policies for identifying children and young people with SEN and assessing their needs <i>(list all relevant policies)</i>
<ul style="list-style-type: none"><li>• SEN Policy</li><li>• Behaviour Policy</li><li>• Safeguarding Policy</li><li>• Gifted and Talented Policy</li><li>• Health and Safety Policy</li><li>• Anti-bullying Policy</li><li>• Accessibility Policy</li></ul>

<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>
<p>Contact SENCO (Mrs Gunn) at school via the main office by telephoning 01302 539249 or request a meeting by emailing <a href="mailto:admin@willow.doncaster.sch.uk">admin@willow.doncaster.sch.uk</a></p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>
<p>Half termly targets are set and reviewed for all children with class teacher and SENCO; parents are also involved in this process</p>
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review</p>
<ul style="list-style-type: none"> <li>• Regular meetings with parents of SEN children – contact with SENCO</li> <li>• TAC (Team Around the Child) meetings when required</li> </ul>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
<p>Meetings held with relevant 'next phase' staff, pupils and parents; visits to secondary schools for pupils to meet staff; visits by secondary staff also visit pupils at Willow</p>
<p>Approach to teaching children and young people with SEN</p>
<p>The child is at the centre of the processes involved in meeting their needs. All adults involved with the child have access to their records and attend all meetings</p>

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN
<ul style="list-style-type: none"> <li>• Differentiated planning in order that all SEN children have access to the curriculum.</li> <li>• Personalised learning for children with SEN</li> <li>• Access to laptops/notebooks to aid with written work</li> <li>• Access to appropriate apparatus</li> <li>• Adaptations to the learning environment to meet every child's needs</li> </ul>
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
<ul style="list-style-type: none"> <li>• All staff receive information about the SEN children at Willow</li> <li>• All staff receive information about the SEN children in their class and a timetable indicating when they are supported through the day</li> <li>• Teachers have allocated time to meet with Teaching Assistants</li> <li>• Quiet time in the 'SensoryRoom' if children are unsettled at school</li> <li>• Teaching Assistant support</li> <li>• Specialist support available from Health Visitors, School Nurses, Educational Psychologists, Occupational Therapists, IFSS (Integrated Family Support Service) , Speech and Language Therapists, Hearing Impairment Team, ASD (Autistic Spectrum Disorder)Team, Visual Impairment Team and other specialists if the need arises</li> </ul>
Evaluating the effectiveness of the provision made for children and young people with SEN
<ul style="list-style-type: none"> <li>• Regular reviews and progress and outcomes for children</li> <li>• Effective provision mapping showing plans for outcomes</li> <li>• Review of provision maps by class teachers, SENCo and assessment coordinator</li> </ul>
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
As an inclusive school we offer support for all children including those with SEN, to ensure that they have full access to a broad and balanced curriculum through differentiated work, adapted resources, targeted support from suitably trained and experienced adults in school and an appropriate learning environment

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
<ul style="list-style-type: none"> <li>• Named adult-available during all break times</li> <li>• Self-esteem/nurture groups</li> <li>• Circle of friends</li> <li>• News and views box</li> </ul>
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
All necessary referrals are made to support agencies via the SENCo; parents are also signposted to various support groups for family/home support and advice
Arrangements for handling complaints from parents of children with SEN about the provision made at the school
All complaints are dealt with immediately by the SENCO and/or SLT whether received in writing, by telephone or by email
Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published
Details to be found on the school website and in the school prospectus

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.