

The Spires Academy SEN Information Report

September 2021-2022

What types of SEN do we provide for?

The Spires Academy support children with a variety of SEN needs, including:

- Social, Emotional and Mental Health Difficulties (SEMH), for example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety Disorder and Attachment Disorder.
- Communication and Interaction, for example, Autistic Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN).
- Cognition and learning, for example, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD)- Dyslexia (DYL), Dyscalculia (DYC) and Dyspraxia (DCD).

We would not normally provide provision for children with significant physical or sensory impairments; however, we treat each case individually in the best interests of the child.

How do we identify and assess children with SEN?

The majority of our children will join us with SEN already being identified and supported through their mainstream primary setting – normally SEMH. However, all children are assessed against their own prior learning and experiences:

- When a referral is received the initial needs are gathered through reading the child's referral paperwork and/ or EHCP, liaising with other professionals (EIP team and or EHC Team) as required, as well as meeting with the young person and their family, both on a home visit and subsequent school visit.
- Feeder schools are required to complete a Motional assessment which provides us with a baseline for a child's current Social, Emotional and Mental Health needs, this is then reviewed termly by the class teacher to measure progress and identify further areas of support.
- Baseline assessments are carried out on entry, with further testing throughout the year using specialised assessments conducted by the SENCos. These are:

Test	Focus	Purpose	Frequency
CAT4 - digital	Verbal, Non-Verbal, Quantitative and Spatial Ability	To identify potential, including possible learning difficulties	Once per year - entry
NGRT - digital	Reading – combined score	To screen and monitor overall reading attainment	Termly – September, January and June
NGST - digital	Spelling	To screen and monitor overall spelling attainment	Termly – September, January and June
Sandwell Early Numeracy - paper	Numeracy	Identifies maths attainment – provides a breakdown of knowledge in RAG	Termly – September, January and June

Motional	SEMH	To identify SEMH barriers to learning and provide possible interventions	End of each term, plus baseline For children on outreach, half-termly tracking
Phonics Screening	Decoding	For all children in y1-3 and those with below 100 decoding SAS in y4-6	End of each term, plus baseline

- For children who are unable to access our online testing, they will be assessed using Wide Range Intelligence Test (WRIT), Wide Range Achievement Test: Reading, Comprehension and Computation (WRAT) and YARC Assessment of Reading for Comprehension which will help determine gaps in learning and developed ability.
- More in-depth assessments can be completed such as Dyslexia Screener, Sandwell Screener and British Picture Vocabulary Scale.
- If applicable, specialised assessments are conducted by the Speech and Language therapist providing assessment and therapy for any children with a wide range of communication difficulties including unclear speech, stammers, autism and developmental language disorder. Our Play Therapist can assess children through play to observe and gain insights into a child's difficulties. The therapist can then help the child explore emotions and deal with unresolved trauma. Through play, children can learn new coping mechanisms and how to redirect certain behaviours.

Assessing and reviewing children's progress towards outcomes

We have a robust system of monitoring, evaluating and reviewing our provision. We monitor the effectiveness of our provision and review impact through half termly quality assurance checks and learning walks to ensure we are providing our children with the best education we can.

We use the Motional assessment to assess our children's social and emotional development and use this to gauge when and whether they are ready to go back into mainstream school, or whether a specialist provision would be more appropriate with the support of an Educational, Health and Care Plan (EHCP).

Every half term there is an 'Internal Team around the Child' meeting where all of the key professionals involved with the child meet to discuss any progress, concerns and interventions which would best support the young person. This meeting would then inform targets and provisions which are set in the child's learning plan on Edukey, which will involve the parent and child. Progress is tracked termly using Insight to ensure interventions are effective and progress is being made. Our learning plans on Edukey follow the graduated approach and the four-part cycle of assess, plan, do, review.

All teachers and support staff who work with the children will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

All Educational, Health and Care Plans are reviewed annually with the child, parents and external professionals.

The Advocate Team provide pastoral support to the pupils and families and attend any additional meetings, where required. The Advocates will also be the first point of call to address any attendance and support children with their anxieties and mental health needs as well as managing any Safeguarding concerns,

Who is our special educational needs co-ordinator (SENCo) and how can she be contacted?

Our SENCo is Trisha Patel and she can be contacted on Telephone: (01604) 801320, Mobile: 07795428341 or Email: t.patel@thespiresacademy.org.uk.

What is our approach to teaching children with SEN?

The Spires Academy aim to meet the diverse SEN needs of our children and their families through a whole school, integrated support system which combines high quality differentiated teaching and learning, regular and robust assessments of progress, pastoral care, SEN support and multi-agency interventions. All of our children receive high levels of adult support and quality first teaching as standard. In addition, we offer support at wave 2 and 3, as indicated below.

Whole School Provision Map

Whole School Provision Map												
Wave 3: Specialist support	Communication and Interaction											
	Direct Speech Therapy Work: Magic Words Therapy					1:1 Speech and Language work with TA						
	Cognition and Learning											
	Bespoke 1:1 Tutoring					1:1 TA Support						
	Social, Emotional and Mental Health											
	Play Therapy					Seeds of Change				Adventure Ways		
	Educational Psychologist (Anger Management, Anxiety, Understand and Regulate Emotions, Increasing Motivations, Cognitive Behavioural Approaches, developing Coping Strategies, tackling emotionally based school avoidance, supporting transitions)								CAMHS	Counselling		
	Sensory and or Physical Needs											
Targeted Work from Occupational Therapy					Support from School Nurse			Individual Support with Self Care				
Wave 2: Targeted programmes or support	Communication and Interaction											
	Direct Therapy Work with TA under SALT Guidance		Colourful Semantics	Communication Inprint (Widget)		Lego Therapy	Clicker7	Anxiety Toolkit	The 5 Point Scale	A PSHE Programme for Learners with ASD	Talking Success	
	Cognition and Learning											
	RWI: Phonics, Fresh Start, Comprehension, Literacy & Language, Spellings		Nessy: Spellings and Reading	Roll and Write	Phonics: Teach your Monster to Read	Word Shark	Active Literacy	Accelerated Reader	Lexonik Core: Literacy, Vocabulary	Toe by Toe	Precision Teaching: Reading & Maths	
	Numicon: Breaking Down the Barriers			Big Maths	RM Easimaths	Number Shark	Prodigy	Sum Dog	Squiggle Park/ Dreamscape			
	Social, Emotional and Mental Health											
	Big Life Journal: Growth and Confidence and Self Esteem		Building Blocks for Positive Behaviours	Bereavement Stories. K1: Muddles, Puddles & Sunshine. KS2:When someone very special dies				Drawing and Talking	Starving the Anger Gremlin	Feelings and Emotions		
	Anxiety Toolkit	Kind Hands, Feet and Words		When someone has a very serious illness		Social Stories	Protective Behaviours	Why should I change my behaviour?		Sensory Circuits		
Sensory and or Physical Needs												
Use of ICT Equipment		Appropriate Resources (e.g. radio aids, visual aids)			Nurture Space			Boxall and Motional activities				
Wave 1: Universal programme or support	Quality First Teaching											
	Pre-teaching	Consideration of learning styles		Writing frames	Pencil grip	Visuals	Questioning	Concrete Resources	Scaffolding	Left handed equipment	Writing slope	
	Vocabulary word mats	Time to think		Working wall	Visual Timetable		Coloured overlays/ paper	Consideration of Environment	Modelling and Remodelling	TA Deployment	Differentiated Learning Intentions	
	Curriculum and Support											
	5 R's (Resilience, Reflective, Risk taking, Relationships, Resourceful)	3P'S (People, Place, Purpose)		Ready to Learn: Motional & Boxall activities	Learning Journey: Core Curriculum English, Maths, MFL, RE		Enrichment	Cooking	Science	PE	Transition Support	
	Specialist Assessments											
	Sandwell Early Numeracy Test	Raven's Progressive Matrices		Dyslexia Screener			Speech and Language Observation & Assessment		Play Therapy Assessment			
	Baseline Assessments											
	Home Visit	Motional Assessment	WRIT Wide Range Intelligence Test: Verbal & Visual	WRAT- Wide Range Achievement Test: Reading & Comprehension	WRAT - Wide Range Achievement Test: Spellings & Computation		WRAT - Wide Range Achievement Test: Maths	YARC Assessment of Reading for Comprehension (YARC)	British Picture Vocabulary Scale	Accelerated Reader: Star Assessment		
My Learning Journey & Pupil Passport				All about me by my Parent/ Carer				Behaviour Support Plan (BSP)				

How many children do we have per class?

We have high staff ratios and small classes to enable us to best meet the needs of each child and be able to differentiate the work accordingly. Each class will have 8 children, 1 teacher and 2 Teaching Assistants. Each class have an allocated Advocate who will work closely to support the family and child in school.

What is the school staff structure ?

Senior Leadership Team (SLT) – Head Teacher, Assistant Headteacher Primary, Assistant Headteacher SENCo and Intervention, Senior Advocate and School Business Administrator- oversee the running of the school, staff management, school curriculum and SEN.

Advocate Team (Pastoral Support) – Provide behaviour support, support around safeguarding concerns, attendance, deliver interventions, transition and support for parents.

Therapy Team – NHS Occupational Therapists, Play Therapists, Speech and Language Therapists, Educational Psychologists and School Nurse. They are supported by the school SENCo and Advocate team.

Teachers – Teachers who teach a range of Key Stages and both academic and social and emotional curriculum.

Higher Level Teaching Assistants (HLTAs) – Provide additional support to young people where needed. This may be through joining a specific lesson to provide extra support or through one to one and small group work for areas such as SALT, Numeracy and Literacy.

Teaching Assistants (TAs) – TAs are allocated to class groups therefore they will move around the school with the class throughout the day providing support and guidance.

Admin, Maintenance and Catering Staff- provide support with the day to day operation of the school.

All staff receive training in Autism, ADHD, and Attachment. All staff also receive training in Behaviour management, Safeguarding, Team Teach, Trauma and First aid to name a few.

How do we adapt the curriculum and learning environment?

Our curriculum has been designed to meet the complex and varied needs of the children who are referred to our school. The core intent of our curriculum is around developing our children's social and emotional needs on an individual basis through 3 key areas of focus- ready to learn, Learning journeys and Enrichment days. Each class, have a designated enrichment day out, each week which changes termly, these include Rock Climbing, Swimming, Forest School and Adventure Ways which focus on developing the child's resilience, relationships, risk taking, resourcefulness and reflective skills. We make the following adaptations to ensure all children's' needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by vertical grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and consistent font style across the school.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Where our core curriculum is not meeting the needs of individual children, we offer a range of wave 2 interventions focusing on developing both learning and social/emotional needs. In addition, we can offer a range of wave 3 interventions from specialist staff such as Speech and Language therapy and Play therapy, we can receive support from Educational Psychologist team and in very rare circumstances if our children struggle to cope with the school environment and require the support of an outreach provision. This is judged on a case by case basis and we use providers such as Seeds of Change (equine therapy) and Adventure ways.

How do we support children with SEN to improve their emotional and social development?

All of our children are with us because their social and emotional needs have been a barrier to them achieving success in mainstream school. For this reason, our school intent is centred on developing our children's social and emotional needs. We adopt a very nurturing, supportive environment where all of our children are made to feel welcome. We work with every child on an individual basis and put in appropriate levels of support according to their needs. Class sizes are small, which allow our staff to build up close relationships with children and for them to develop their trust and confidence.

How do we enable children with SEN to engage in activities with other children who do not have SEN?

Due to the nature of our setting all of our children have significantly different needs from one another. We are in a fortunate position of being able to offer a flexible and bespoke approach to all our children, enabling each child to work at a pace that is catered to their individual needs through differentiation and tailored learning plans. Where children cannot access their work due to social and emotional reasons then alternatives are considered, such as increased enrichment and ready to learn activities within the class and/or working outside the classroom, but the goal is always to include all children in the main classroom learning.

How can we support children through our therapeutic support?

We have our own in-house therapy team which consists of Speech and Language Therapists and Play therapists. All of these work 2 days a week and are able to offer a variety of support depending on the needs of the young person. These can include undertaking assessments, specific training for staff, attending Internal Team Around the Child Meetings, small group work with young people, providing interventions to be delivered throughout the day by teaching assistants and also direct 1 to 1 with the therapists themselves.

How do we consult parents of children with SEN and involve them in their child's education?

When children are referred to us, an initial home visit is conducted as part of the referral process, this will involve a visit from the school Advocate. During this time, we will discuss the child's exclusion, learning, attainment and SEN need.

During a school visit, parents and children will have an opportunity to meet with a member of the SEN team to discuss the child's need, this information is captured in our "pupil passport" and "all about me by my parent and carer". These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If the family require an early Help Assessment or the child requires external professional support then this will be completed in conjunction with the child and parental involvement.

The class teacher will contact parents daily, via telephone or the school messaging system to discuss the child's progress in school.

All requests for Educational, Health and Care plans (EHP) and annual reviews adopt a person centred planning approach which puts parents and children at the centre of outcomes and future decisions, this is completed with the school, parents/ carers and multiagency team.

How do we consult children with SEN and involve them in their education?

Child's voice is very important to us at The Spires Academy. We constantly adapt our learning environment and provision to meet the needs of our children. When they start with us, a pupil passport is completed, gaining the child's perspective of learning and what they would like to achieve during their time with us, this is reviewed termly with a student voice questionnaire, assessing our provision and identifying ways we can improve our school. In addition, children can express their views to The School Council. The School Council provides a forum for all pupils to have a voice and consists of one representatives per class, elected by their peers.

The Council meet termly to raise and discuss school issues and plan and implement their own projects. Councillors hold meetings with their class to gain opinion from all children; this is then taken to the Council meeting, discussed and the results reported back to class.

How do we support children moving between different phases of education?

Transition is a key part of the work we do at The Spires Academy. Many of our children feel anxious about starting with us as they may have had negative experiences of school previously. We conduct home visits and put in place a slow 2-week part time integration programme for all of our children to reduce their anxiety and to build up a positive relationship. We work closely with the local authority to ensure that when a child is ready to move on to their next setting this is appropriately managed and adequate support is in place. We provide additional TA support, managed move and a bespoke package of transition for our children.

What expertise and training do our staff have to support children with SEN?

All staff at The Spires Academy have a range of expertise and skill set in working with children. All staff attend training sessions which are carefully planned by the Senior Leadership Team (SLT) to target areas of development and training need. All of our staff have Team Teach training and as a result have the skills to deescalate situations as well as use physical intervention when absolutely necessary. Staff receive bespoke training each year to ensure they are fully aware of children's' individual needs and how to support them effectively, including annual safeguarding training, restorative approach to conflict management, ADHD, ASD and trauma. The Head teacher and SENCo hold the National SENCo Qualification and have many years of working in education; at both a school and local authority level. We also have fully qualified Play Therapists and Speech and Language therapists who works in school two days a week.

How will we secure specialist expertise?

As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS), Targeted Adolescent Mental Health Team (TAMHs), Jogo Behaviour support, Social Care, School Nurse Service and Targeted Prevention Team. Most of our children will have the support of outside professionals. We can refer children to Educational Psychologist to support us with identifying any additional needs and offering strategies. We may refer to the Referral Management Centre if we believe a child may have an undiagnosed need such as Attention Deficit Hyperactivity Disorder (ADHD) and/or Autism Spectrum Disorder (ASD).

How will we secure equipment and facilities to support children with SEN?

Most of our children's needs can be met with the place funding allocated to us by the local authority. In the event that a child requires additional provision that cannot be covered by our allocated funding we will always seek top up funds from the local authority.

How do we involve other organisations in meeting the needs of children with SEN and supporting their families?

As stated above we work closely with specialist services to ensure the needs of our children are met. We also work closely with Children Services; if there are additional needs identified at a family level, we have an identified Early Help Practitioner and work very closely with social care as and when this is necessary.

How do we evaluate the effectiveness of our SEN provision?

All staff at The Spires Academy are observed regularly to ensure their teaching and support is effective. We report back to both Catch22 and the local authority on the progress of our children. Our effectiveness is judged internally by the use of our development plan and school evaluation form, which are reviewed regularly. Our half-termly data collections, Internal team around the child meetings and learning plan reviews ensure we know exactly how all of our children are progressing and what needs to be improved to ensure they make accelerated and sustained progress.

How do we handle complaints from parents of children with SEN about provision made at the school?

Complaints are always handled as swiftly and effectively as possible. In the majority of cases, class teachers will resolve issues directly with parents as their relationships are close and effective. If a concern cannot, or is not appropriate to, be resolved through discussion then in the first instance a meeting should be arranged with the school SENCo. The complaints policy for dealing with concerns about staff in the school is available on the website.

Who can children and parents contact if they have concerns?

Children can speak to any member of staff if they have concerns. Each class have an allocated Advocate, the advocates work with children away from the classroom and this can often be a 'safe place' to discuss any concerns they have. Concerns of a safeguarding nature are reported in line with school policy to the Designated Safeguarding Lead – Emma Adams (Head Teacher) or Deputy Designated Safeguarding Lead – Trisha Patel (Assistant Head teacher and SENCo) and Paul Lucas (Senior Advocate), Wendy Bukuru (Advocate) Maisie Diggin (Advocate) and James Mackness (Advocate).

The Local Authority

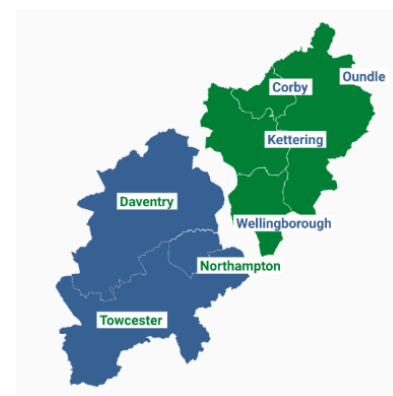
There are now two new unitary councils for Northamptonshire – **North** and **West**.

North Northamptonshire Council- Covering the local areas of Corby, East Northamptonshire, Kettering and Wellingborough.

<https://www.northnorthants.gov.uk/>

West Northamptonshire Council- Covering the local areas of Daventry, Northampton Borough and South Northamptonshire.

<https://www.westnorthants.gov.uk/>



Where can the LA's local offer be found?

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control over what support is right for your child. Parents need to know how to access provision whether through an Education, Health and Care Plan or not.

The local offer includes provision from birth to 25, across education, health and social care and has been developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

The Spires Academy
59-77 Sheep Street, Northampton, NN1 2NE
T: 01604 801320
E: T.patel@thespiresacademy.org.uk

The Local offer can be accessed here:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

What support services are available to parents/ Carers?

Most of our families will have an identified Education Inclusion Officer or EHC Officer allocated by the local authority who oversees their educational placement. Our advocates work closely with families and conduct regular home visits. We can support parents with any aspect of their child's development, school applications, claim for DLA, parenting support or signpost to additional services if necessary. We understand it is a very difficult time when your child has been excluded from mainstream and offer as much support for families as we are able. In addition, we hold termly coffee mornings and family learning, which is accredited learning in a safe space to support families to build your own skill set and have the opportunity to meet other parents/ carers. Please see below our parent/carer support provision.

Family Support Provision				
Specialist support	123 Magic Course (2 to 12 years old)	Incredible Years (6-12 years old)	Solihull Approach Complex Needs (0-18 years old)	
Targeted Support Workshops	Communication and Interaction			
	Anger: Understanding autism and how autism affects anger (2 hours every fortnight sessions for 6 weeks. (3 sessions in total)		Anxiety: Support with anxiety in children with autism spectrum disorder (ASD) (2 hours a week for 3 weeks)	
	Food: Understanding more about difficulties surrounding food and ASD (2 hours a week for 2 weeks)		Spectrum & Reflections: Understanding social and communication difficulties and/ or autism. (2 hours every week for 6 weeks)	
	Social, Emotional and Mental Health			
	Puberty: Supporting with discussing matters related to puberty. (1-hour session per family)			
	Sensory and or Physical Needs			
	Sensory: Gain a basic understanding of sensory processing. Half day workshop. (3 hours)		Toileting: Supporting children with toileting issues. (A single 2 and a half hour workshop. Consultation appointment booked afterwards)	
Universal Support to all families (Local offer/ External Support/School)	Family Learning			
	Story Sacks (6-10 weeks)	Family Resilience (5 Weeks)	Keeping Families Safe Online (6 Weeks)	Arts & Craft for Families (1-6 weeks)
	Healthy Eating On A Budget For Families (6 Weeks)		Healthy Living for Families (4 Weeks)	
	ICT for Families (6 Weeks)			
	Christmas On A Budget For Families (4-6 weeks)	Skilled for Health (6 Weeks)	Maths/English/language (10-12 weeks)	Stories Alive (4-6 weeks)
	Family Seasonal Crafts (1-6 weeks)	Balancing Family Needs and Returning to Work (1-6 weeks)	Getting Ready for the Test- Maths/English (4-6 weeks)	Paediatric First Aid – certificated 3 weeks or 6 weeks depending on qualification. (can be 1 full day course or 2 day course depending on partner)
	Family Fun Outdoors (4-6 weeks)	Music for Families (4-6 weeks)	Food Safety. –certificated 3 weeks or 1 day full training. (Online AIM Award 3 hrs)	
	Coffee Mornings			
	The Spires Curriculum	SEN provision	Team Teach	Speech and Language
	Transition Support			
	Northants Parent Forum	IASS Northampton (EHC Support)	Scope Sleep Solutions	School Nurse
	CAMHS			
	Parent/ Carer Support Services			
Information Advice Support Service (IASS) for SEND in Northamptonshire			Early Help Team	Autism Concern

	Child and Adolescent Mental Health Service (CAMHS)	Northampton Parents Forum Group	FACT Northampton (support group for ASD & ADHD)	Young Minds
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Direct links to the following services:

Information Advice Support Service (IASS) for SEND in Northamptonshire

www.iassnorthants.co.uk. Telephone 01604 364772 Email: contact@iassnorthants.co.uk

Early Help Team

<http://www3.northamptonshire.gov.uk/councilservices/childrenfamilies-education/help-and-protection-for-children/protectingchildren-information-for-professionals/Pages/early-helpassessment.aspx>

Child and Adolescent Mental Health Service (CAMHS)

<http://www.nht.nhs.uk/main.cfm?type=CONTENTCAMHS>

Northampton Parents Forum Group

<http://www.northantspfg.co.uk/>

Autism Concern:

<http://www.autismconcern.org/>

FACT Northampton (support group for ASD & ADHD)

<http://www.factnorthants.org.uk/>

Young Minds

<http://www.youngminds.org.uk>

Special arrangements in relation to COVID

In the event of school closure due to another lockdown impacted by COVID, The Spires have a virtual curriculum in place to ensure that learning is able to be offered, although this is not mandatory, as we understand the additional pressures placed on parents/ carers during these uncertain times. The virtual curriculum can be delivered using Purple Mash an online learning platform, where work is focused on specific subjects which is set and delivered by the class teacher. All work is differentiated and tailored to the specific child's learning needs and styles. For children that prefer "worksheet" based learning, we are able to deliver or post work. SALT sessions will continue during your child's allocated time and will be delivered through Teams. Our Advocates and Higher Level Teaching Assistant can also deliver games and interventions using Teams. In addition, we would like to ensure as much support is provided to the families, this will be achieved through daily phone calls made by the class teacher and if necessary a home visit.

Returning after the lockdown, the child's class teacher and Teaching Assistant will complete a home visit to prepare the child for transition back to school. After the child return's to school our curriculum will remain the same however, there will be a greater focus on supporting the child's social and emotional wellbeing through more motional activities.