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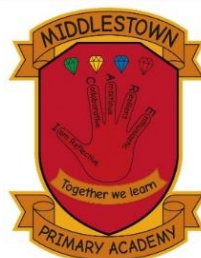
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SEND Information Report 2023/24

1. INTRODUCTION

At Middlestown Primary Academy we have a positive and enthusiastic approach to meeting the needs of pupils with Special Educational Needs and Disabilities.

Our qualified and experienced Assistant Headteacher and **SENDCo is Mrs Cheryl Ashcroft**. She is supported by the SEND Governor and the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. Our aim is to be as inclusive as possible, with the needs of pupils with SEND being met in our mainstream setting. In order to do this many steps are taken to support them in their learning journey.

Middlestown Primary Academy aim to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs.
- Can learn and make progress according to their individual development needs.
- Are assessed using appropriate assessment tools and guidelines.
- Have equal access to resources, provision and interventions as needed.

All our dedicated staff work hard to achieve this paying due regard to all relevant legislation and guidance including; the SEND Code of Practice (2014), the Equality Act (2010) and the Children and Families Act (2014).



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2. AREAS OF NEED EXPLAINED

The SEND 'Code of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

- Attention / interaction skills – they may have difficulties ignoring distractions and need reminders to keep attention. They may need regular prompts to stay on task and individualised motivation in order to complete tasks. They may have difficulty attending in whole class and their interaction may not always be appropriate. They may have peer relationship difficulties and not be able to initiate or maintain a conversation.
- Understanding / receptive language – they may need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding.
- Speech / expressive language – they may use simplified language and limited vocabulary and ideas / conversations may be difficult to follow with the need to request frequent clarification. Some immaturities in the speech sound system may exist and
- grammar / phonic awareness fairly poor affecting their literacy.

Cognition and Learning

Children may have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Children may also have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.





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Social, Mental, Behavioural and Emotional Health

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self esteem

Sensory and / or Physical

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaption
- Physically accessing the building(s) or equipment
- Over sensitivity to noise / smells / light / touch / taste
- Toileting / self-care

3. REGULARLY ASKED QUESTIONS AND ANSWERS

How does the academy know if my child needs extra help?

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with first provider
- Child performing below age expected levels
- Concerns raised by parent
- Through Pupil Progress Meetings held between teachers/SENDCo and Head of Academy
- Concerns raised by teacher, for example behaviour is affecting performance





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- Liaison with external agencies
- Health diagnosis through paediatrician / doctor

As an academy we measure children's learning against national expectations and age related expectations.

The class teacher will continually assess each child and note areas where they are improving and where further support is needed. We track children's progress from entry into Lower Foundation / Upper Foundation through to Year 6, using a variety of different methods.

Where a child is not making expected progress it is discussed at the Pupil Progress Review meetings to establish why individual children are experiencing difficulties and what further support can be given to aid their progression.

What should I do if I think my child may have Special Educational Needs?

Firstly speak to your child's class teacher or our SENDCo. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you will do the same with us, we are here to help in any way we can.

How will the staff support my child?

Our SENDCo will closely monitor all provision and progress of any child requiring additional support across the academy. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may also be a teaching assistant working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy etc, then the pupil will be placed in a small focus group or intervention which may be run by either the teacher or a teaching assistant. The length and time of the intervention will vary according to the need and the intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

What support do we have for you as a parent of a child with SEND?

You can talk to your child's class teacher regularly so we know what you are doing at home and you know what we are doing to make sure we are doing similar things to support your child both at home and at school. This is an opportunity to share what is working well.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns / worries you may have.
- All information from outside professionals will be discussed with you directly by the professionals, or where this is not possible in a report.





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- The SENDCo / class teacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- 'Pupil Learning Plans' and 'My Support Plans' will be reviewed with your child and you will be encouraged to attend review meetings regarding them.
- Homework will be adjusted as needed to your child's needs where appropriate.

How will the curriculum be matched to my child's needs?

All work in the classroom is pitched at an appropriate level so that all children are able to access according to their specific needs. Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff may support your child's learning in the classroom
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs

How do we know if the support or strategies used have had an impact?

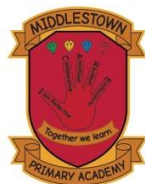
We will use Pupil Learning Plans to set targets and review progress. We can use these targets to monitor pupil's progress academically against national / age expected levels and update or make adjustments. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off the SEND register when they have made sufficient progress.

How will I know how my child is doing and how will you help me support my child's learning?

The class teacher will meet with parents at least twice per year, as part of parent's evening to discuss your child's needs, support and progress. For further information the SENDCo is available to discuss support in more detail.

We offer an open door policy where you are welcome at any time to make an appointment with either the class teacher or the SENDCo to discuss how your child is getting on. We can offer advice and practical ways that can help you help your child at home. We aim to communicate regularly, especially if your child has complex needs.

Your child may have a 'My Support Plan' in place and therefore targets set are documented in the plan with the expectation that your child will achieve the target by the time it is reviewed.





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If your child has complex SEND they may have an Education Health Care Plan (EHCP) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of academy life. We have a School Council where children from across the school represent their class to raise any issues or views openly.

Children who have My Support Plans / EHCPs will discuss their targets with their class teacher and may be invited to meetings to give their view / opinion.

What support will be for my child's overall well-being?

We are an inclusive academy and welcome and celebrate diversity. All our staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. We commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

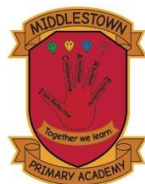
The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher will liaise with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team. We have a Learning Mentor, **Mrs Smith**, who works with children who have worries and she runs worry clubs. **Mrs Asquith** is the school Mental Health and Well-Being first aider/champion and liaises with the SENDCo and Learning Mentor over which children require some form of support or intervention.

Our academy has a policy regarding the administration of medicines on the academy site. Parents need to contact the academy office to discuss this and if agreed complete a 'Parental Agreement for school to Administer Medicines' form. This may include medicines for life threatening conditions or required for long term illness such as asthma and diabetes, in such cases a care plan may be put in place.

What specialist services and expertise are available at or accessed by the academy?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Should your child require any form of involvement with an outside agency then the academy would immediately inform you to obtain your permission to pursue any kind of professional intervention. The agencies used by the academy include:

- Educational psychologist





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- CAMHS / Future in minds
- Social Services
- Nurse
- Learning Support Service
- Social, emotional and mental health team
- Speech and Language / Occupational Therapy

How will my child be included in activities outside the classroom including academy trips?

All children are included in all parts of the academy curriculum and we aim for all children to be included on all trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

How will the academy prepare and support my child to join the academy and then transfer to secondary?

We encourage all new children to visit the academy prior to starting for taster sessions here they will be shown around and any concerns can be addressed. They will have the opportunity to meet staff prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

Many of our 'feeder' secondary schools will aid transition for the more vulnerable pupils. We liaise with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are resources allocated and matched to children's special educational needs?

We ensure that the needs of all children who have SEND are met to the best of the academy's ability with the funds available. We will often allocate teaching assistants who are funded by the SEND budget to deliver programmes designed to meet groups of children's needs. The SEND budget is allocated each financial year. The money will also be used to provide additional resources dependent on an individual's needs.

How is the decision made about what type and how much support my child will receive?

These decisions are made in consultation with the class teacher and Senior Management Team. Discussions are based upon tracking of pupil progress and using assessments by outside agencies.

This will be through on-going discussions with parents.





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Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the academy office. They will be happy to advise you or direct you to somebody else who can.

What should I do if I feel that the Local Offer is not being delivered or it is not meeting my child's needs?

First point of contact would be your child's class teacher to share your concerns, you could also arrange to meet the SENDCo.

Link to the Wakefield Local Offer - <https://wakefield.mylocaloffer.org/>

SENDCo

Our SENDCo is: Mrs Cheryl Ashcroft

The SENDCo has undertaken and successfully completed a Level 7 Postgraduate Certificate in Special Educational Needs along with many other courses including ADHD/ADD, attachment trauma, assessment of pupils with SEND, Autistic Spectrum Disorder. She also regularly attends the trust SEND Driver group allowing her to keep up to date with current practice and work alongside the other schools within the trust and attends the termly Inclusion Forum. Other training is attended as required. She also liaises closely with advisory teachers from the WISEND team as well as other professionals such as Educational Psychologists, Occupational Therapists and the Hearing and Visual Impairment Team amongst others.

SENDCo Role: To work closely with all staff in the academy, parents, outside agencies and colleagues throughout the authority to ensure the best possible outcomes for children with SEND.

