



Peninsula East
Primary Academy

Peninsula East Primary Academy
Avery Way, Allhallows, Rochester
Kent ME3 9HR
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Principal: Mrs L Rimmer

SEND Information Report 2021-2022

We welcome and value all children and strive to deliver a fully accessible social and academic curriculum. We continue to adapt our systems and structures, curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

The school recognises the importance of providing information with regard to Special Educational Needs and Disabilities.

Name and contact details for SENCo

Our SENCo is Lisa Drogomirecki - her SENCo days are Monday and Tuesday but you can always contact her via the school office or by using the contact button on the school website. If you feel that your child may have Special Educational Needs please always ensure that you speak to the class teacher first and discuss what strategies or support could be put in place to support them,

The kinds of special educational need for which provision is made at the Academy

Within Peninsula East Primary Academy we can make provision for every kind of frequently occurring special educational need without a statutory assessment (EHCP), for instance Dyslexia, Dyspraxia, Speech and Language needs, learning difficulties, behaviours and barriers to learning including Social Emotional and Mental (SEMH) needs. 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. The school currently meets the needs of children with an EHCP with the following kinds of special educational needs: Communication and Interaction ; Learning and Cognition. Decisions on the admission of children with an Educational Health and Care plan are made by Medway Local Authority.

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- **Communication and Interaction:**

At Peninsula East Primary Academy this area is our highest need so we implement a total communication environment within the academy to support all students, alongside this we also use - visual timetables, now and next boards, PECs, Makaton, Language link, Speech link, Speech and Language 1:1 sessions and small group work, SALT therapist reviews / assessments by the Owls Therapy team once a term, social stories, Pre teaching, talk partners, thinking time and we also work closely with the NHS SALT team.

- **Cognition and Learning:**

Alongside our quality first teaching, we can use screeners to help staff to pinpoint areas of need for pupils. For example the dyslexia screener (this is not a diagnosis tool) that we use gives us detailed feedback on a number of areas linked to posture, reading, writing and memory. we are able to offer a range of intervention work designed to help children achieve their maximum potential e.g., Precision teaching, phonics, small group work, 1:1 catch up sessions (where appropriate), Our IB PYP curriculum is very adaptive and allows staff to tailor learning to suit pupils' level of understanding as well as their interests and expertise. This year we will also have access to the occupational therapist from the Owls Therapy team to write and support the school to implement therapy plans to support pupils.

- **Social, Emotional and Mental Health:**

In the current climate this area of need is becoming more apparent for our young people and we implement supportive strategies at the class level, for example the use of bubble books, circle time, PSHCE sessions, but also offer interventions for those pupils who we feel need a bit of extra support these could include - Lego therapy, well-being groups, 1:1 or small group supportive discussions with our family liaison officer and / or SENCO. This year we are also starting to implement Thrive within the academy and will share more information once this is up and running. The IB PYP curriculum that we use at Peninsula East Primary Academy is a very reflective and

personalised curriculum, this allows pupils to think in depth about their work and learn skills that will support them in a plethora of situations as they go into adulthood.

Sensory and/or Physical Needs:

Once again we use quality first teaching to support pupils in this area, but we also are able to offer assessment and plans from the Occupational therapy team at Owls Therapy during the school year, Fizzy and Beam sessions, visual stress screeners, coloured overlays, task management boards, the teaching of metacognitive strategies, for KS2 pupils access to the google classroom to view slides on pupils chromebooks, processing / thinking time, sensory breaks (calming or arousing), clever fingers, sensory circuits, sloping board, ear defenders, privacy screen, personal working areas, fiddle toys, the ability to change around furniture to support pupils to feel comfortable in their working position in the classroom and around school. The site team will also support the school to adapt the academy environment for pupils with physical needs.

Information about the policy for identification and assessment of children with SEN

Within the school academic year we monitor the progress of all children 3 times a year to review their academic progress. This is a formal process involving key staff including the class teacher, senior leadership and Special Educational Needs Coordinator during pupil progress meetings.

Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the child to catch up. Examples of extra support are booster groups for phonics, mathematics, writing, spelling, Fizzy and Clever Hands, speech and language programmes. Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these children, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

At Peninsula East Primary Academy we are experienced in using the following assessment tools: Speech link, Language Link, Dyslexia screening, Behaviour checklist, ASD checklist and ADHD checklist. We have access to external advisors for children who meet the criteria, such as the LAT (Leigh Academy Trust) Educational Psychology Service. The school SENCo will attend regular meetings with the LAT EPs to discuss pupils that the Academy feel might need extra support, parents are carers are always informed if their child will be discussed at these meetings and keeps informed of the outcome of these meetings and what our next steps will be. Mrs Drogomirecki also

meets with the School health team at least 3 times a year to discuss pupils who we might be looking at diagnosis for or maybe support within school, again parents and careers are always asked for their consent for these meetings and informed of the next steps.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and revised if necessary. At this point we will have identified that the child has a special educational need, as the school is making special educational provision which is additional to quality first teaching. At this stage the child will be placed on the Special Educational Needs register and the parents will be informed.

The arrangements that the Academy makes for consulting parents, careers and young people

The SENCo will arrange meetings for those children on the SEND register to discuss progress, next steps and future goals. These meetings will take place three times a year and will include annual reviews for EHCPs and they may take place during the academy's normal parents evening sessions. To ensure that everyone has a voice in these meetings the SEN support plan has sections for both the parents/ careers and the child. If it is felt that the child would benefit from being part of the meeting with professionals this can be discussed but usually it would normal practise for the child to be spoken to before these meetings so that they are able to have a say on how they feel they are progressing and what support they feel they might benefit from. As previously mentioned we have a range of professionals that we can work with to support the pupils in our academy, these professionals will also discuss with parents and carers their view on the pupil and what support they may need. IT may also be that through working with these professionals it is decided that an EHCP might be the best route to support the pupil.

If the pupil is a looked after child or they have a social / Early help worker, their progress will also be fed back during relevant meetings, these sessions will stand alone from the previously mentioned review meetings.

The Academy's approach to teaching children with special educational needs and how the curriculum and learning environment is adapted for them.

High quality teaching, differentiated for individual children is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The Academy regularly and carefully reviews the quality of teaching for all children, including those at risk of

underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND including regular training on SEND Code of Practice. At Peninsula East Primary Academy we use the IB PYP curriculum, this teaches our pupils to be global citizens and independent learners. The cornerstone to this curriculum is how it can be adapted and personalised for learners. This means that every child can access their learning at their own level and in their own way supported by their peers and members of staff when needed,

Within Peninsula East Primary Academy we monitor the quality of teaching and learning provided by all teachers and teaching assistants on a termly basis. We follow the core Standards advice developed by Medway Council to ensure that our teaching conforms to best practice.

In meeting the core standards, we employ additional teaching approaches, as advised by internal and external assessments e.g. one to one support, precision teaching, mentoring, small group teaching and use of ICT software learning packages. These are delivered through the funding provided to the school as 'notional SEND funding' and pupils who require additional support that do not have an Educational, Health and Care Plan will be assessed as to whether an application for 'Top Up' Funding is appropriate. If it is agreed with parents that 'Top Up' Funding is the best way forward, then the SENCO will apply on behalf of the school. The provision for these pupils will then be defined by their costed provision plan. These will be reviewed annually.

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

Pupils with SEN are not taught separately, we take great care in ensuring that pupils with SEN feel part of their home class, this is why we try hard to have interventions within the classroom or as part of the whole class routine. If pupils are taken out of class we try to stagger these times so that pupils do not always miss the same lessons each week. We also try to encourage all pupils to try all activities and will adapt activities so that they are inclusive for all members of our school community. All clubs, trips and activities offered to pupils within the Trust are available to pupils with SEN, either with or without an EHCP. Where necessary, the Academy will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

How the Academy evaluates the effectiveness of its provision made for pupils with SEN.

The school SENCo attends all pupil progress meetings to discuss with staff the support that the pupils in their class have and how effective the interventions/ provisions are. Mrs Drogomirecki also meets with Learning Support Assistants (LSA) to discuss their interventions and completes drop in sessions to support LSAs with next steps but also to celebrate the progress being made for these pupils. LSAs complete intervention record sheets which feed into the class teachers provision map and shows small steps of progress that have been made, the SENCo will then use this information to evaluate each provision to ensure that pupils receive high quality intervention at all times.

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

Our SENCo is currently completing the National SENCo award which is a requirement for all newly appointed SENCOs. All Staff have regular training on SEND, including the 4 broad areas of need and interventions to support each area, PECS, Makaton, behaviour management, supportive interventions, outside agencies also attend the academy to provide up to date training. The Academy is part of The Chartered College of Teaching who provide a huge range of CPD training for teachers. All staff also work closely with Speech and Language Therapists, Occupational Therapists, The school Health team and Educational psychologists among others and implement plans and next steps that are agreed upon for support. The Academy will also be starting to implement THRIVE techniques this year to support pupil Social and Mental Health. Knowledge, skills and practice is shared in the Academy and within the Leigh Academy Trust there are a number of Special schools that we can call upon for support if needed.

Arrangements made for supporting children in moving between phases of education

Every pupil on our SEND register will have a carefully managed transition to their next phase of education. The class teacher and SENCo will have discussions with the relevant members of staff in the next school to ensure that all information is handed over clearly, this will include the pupils SEN support plan and recommendations for interventions and next steps. The pupil and their family will be given the opportunity to visit the new school with the agreement from all parties, this will allow the pupil to see their new environment and have a chance to discuss any concerns they may have. Where a transition is made within The Peninsula East Primary Academy there will be meetings between teachers and the SENCo to discuss how best to support the pupils' transition. Pupils will also have access to a transition document that will introduce their new class teacher to them before they meet them.

Where can the Local Authorities local offer be found?

The LA's local offer can be found under the SEN section of our Academy website.

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

Parents and carers are always welcomed to discuss any concerns that they have about the provision that their child is receiving at any point. This could be with the Class teacher, SENCo or with the Head Teacher. If the parent or carer is not happy with the outcome of their concern they can assess the Academy complaint procedure on the Academy website.

Who can I contact for further information?

Mrs L Rimmer - Principal

Mrs L Drogomirecki - SENCo

The Principal and/or SENCo can be contacted throughout the academy day by telephoning the Academy directly.

Reporting period: 2021 - 2022	Date: August 2021
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