

**SEND Information Report**  
Contribution to the local offer 2023-2024

School	Inspire Academy
Status	Statutory
Purpose	To set out a clear approach to SEND within the school
Committees	Staff and Pupil Wellbeing
Issue date	September 2023
Review Date	September 2024
Key contact:	Principal: Mrs L Armstrong <a href="mailto:larmstrong@victoriousacademies.org">larmstrong@victoriousacademies.org</a> SENDCo: Miss E Richards <a href="mailto:erichards@victoriousacademies.org">erichards@victoriousacademies.org</a>

Tameside's [Local Offer](#) makes it easier for families to find out about the support that is available for children and young people with special educational needs (SEN), or who are disabled. All schools are expected to identify and support pupils with SEN, to make the best possible progress. Schools have a duty to publish SEN information on their website which is updated every year.

1. What kind of special educational needs does the school provide for?

‘A child is considered to have a special educational need when provision is made, that is different from, or additional to, the provision made available to all pupils’ (SEND Code of Practice, 2015).

In line with the Equalities Act 2010, Inspire Academy provides support for pupils within the four areas of special educational needs and disability identified in the [SEND Code of Practice 2015](#). These areas are:

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

## 2. How accessible is the school environment?

Inspire Academy is a one-level school with two accessible toilets. Our school is wheel-chair accessible, in line with the Equalities Act 2010.

We ensure reasonable adjustments are made for the needs of the pupils, which includes specialist equipment for pupils hearing or visual impairments, mobility difficulties, motor coordination difficulties or poor hand/eye coordination. Our Accessibility Plan is available on the school website and is anticipatory; thought is given in advance to what disabled children, young people, parents/carers and staff might require and what adjustments might need to be made to prevent any disadvantage, with regards to financial, design and practical constraints. Where special provisions are required for tests (scribe, extra time), we accommodate these in school. We also have sensory support tools for children that require them (fidget toys, ear defenders and special seats).

## 3. How does the school identify pupils who require additional support?

The 2015 SEND Code of Practice makes it clear that all teachers are teachers of pupils with SEND. At Inspire Academy we recognise that children learn at different rates and that there are many factors affecting achievement.

Our graduated approach to assessing, planning, teaching and reviewing pupils' learning and progress ensures that teachers and staff are able to quickly identify areas of need for individuals who may need additional support. We aim to identify problems as early as possible and provide teaching and learning opportunities that enable each child to achieve their full potential.

At Inspire Academy, we regularly track pupil's progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are having difficulties.

We identify individual learner needs through a variety of means. These include:

- Discussions with previous teachers and other professionals (health visitors, key workers, doctors, school nurses, educational and clinical psychologists, speech and language therapists, occupational therapists, social workers, education welfare officers)
- Discussions with parents / carers
- Teacher observations, termly assessments and analysis of tests administered in school
- Termly pupil progress meetings
- Screening tests/assessment tools (dyslexia, ADHD, Speech, Language and Communication Needs, phonics, reading, spelling and maths)

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If you have a concern about your child, then you can talk to the class teacher. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

#### 4. How does the school decide what type and how much support my child will receive?

The area(s) of need and the level of need your child requires, will impact on the type and amount of support your child will receive. We use the 'waves' of intervention model and additional support for pupils with special educational needs.

##### Wave 1 Universal – inclusive quality first teaching for all

Wave 1 includes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

##### Wave 2 Targeted – additional interventions in place

Wave 2 includes specific and additional interventions provided for some pupils who need help to accelerate their progress. Wave 2 interventions are often targeted at a group of pupils with similar needs.

##### Wave 3 Specialist – additional & highly personalised

Wave 3 involves targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or to enable children to achieve their potential. This may include referrals to outside agencies and an Education Health Care Plan (EHCP). This forms the subsequent cycles of the graduated approach.

We adopt the Graduated Approach of 'assess, plan, do, review' to respond to individual learner needs and ensure the best possible outcomes.

#### **Assess**

Once an area(s) of need has been identified for your child, the class teacher, in collaboration with the SENDCo, will make detailed assessments which are carefully analysed. This will be built on teacher observations, informal and formal assessments and tests carried out in school, discussions with you and

other professionals. Formal assessments may need to be made by outside agencies and professionals in order to give a more detailed picture of your child's specific need(s). Consent from parents/carers will always be sought for external referrals as well as for any additional assessments that may be carried out in school.

### **Plan**

With this detailed information and following discussions with parents/carers, the class teacher, in partnerships with the SENDCo will plan appropriate SEN support. This information will be recorded on the Individual Education Plan (IEP). These documents will be shared with key members of staff who will work with your child.

### **Do**

The SEN support will be implemented for a specified amount of time.

### **Review**

Outcomes and Pupil Progress will be reviewed termly by school staff. Parent meetings are held with parents/carers to feedback and seek your views. Any changes to the provision will be made as necessary, in collaboration with you and new outcomes will be set as needed. All support is monitored and reviewed regularly to ensure that there is a positive impact on children's learning and development.

If your child presents with complex needs and/or needs a high level of support in school then a request for an assessment for an Education, Health and Care Plan (EHCP) can be made by the SENDCo to the Local Authority. For more information about this process please see Tameside's Local Offer.

## 5. How will the school support my child?

At Inspire Academy we strive to be a fully inclusive school where we meet the needs of all pupils through a creative, engaging, immersive and relevant curriculum, in line with the National Curriculum, 2014. Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. We take into account recommendations from outside agencies when adapting teaching to meet specific needs.

All pupils have access to Quality-First Teaching (QFT) through a broad, balanced and immersive curriculum, which is appropriately differentiated to meet individual learner needs. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff
- Appropriate learning challenges, incorporating the National Curriculum guidelines
- Differentiated learning challenges
- Multi-sensory approach to learning



- Visual aids to support attention and listening skills, classroom organisation and language and concept development
- Good to be Green behaviour and reward chart
- Modelled language through repetition, emphasis and expansion
- Additional thinking time
- Additional resources such as writing slope boards and pencil grips
- Dyslexia friendly approach – coloured paper/backgrounds/reading rulers/overlays
- Kagan collaborative learning strategies -Talk partners and peer support
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Relationships & Behaviour, Equalities, SEND & Inclusion, Teaching and Learning and Safeguarding policies.

During end of key stage examinations, tests and tasks, reasonable adjustments are made for children with SEN.

This may include:

- Not sitting the exam
- Rest breaks
- 1:1 readers/ scribes
- Quiet, familiar place to work
- Use of ICT equipment
- Adaptations of the test/ text/ task e.g. Braille, enlarged text, coloured overlay/paper

If your child requires additional provision as a result of a special educational need, then the class teacher or SENDCo will meet with you to discuss the SEN Support your child will receive following our Graduated Approach Cycle (see question 3).

If your child has complex needs and/or a high level of need, then advice and support will be sought from other professionals such as: Speech and Language Therapists (SALT), doctors, paediatricians, Educational Psychologists (EP), Occupational Therapists (OT), social workers or the school nurse. If your child has an EHCP (Education, Health and Care Plan), then appropriate provision will be made in line with the specified outcomes identified in the plan. Recommendations from specialist services will be reviewed and will inform IEP's and future planning for that child.

6. What specialist services and expertise are available at or accessed by the school?

Our staff are regularly trained during INSET sessions and staff meetings. Our training thus far has included:

- Lego Therapy
- Mental Health Champions
- Dyslexia friendly strategies with Neil Mackay
- ISCAN Autism Awareness
- Social Communication Groups
- Speech Leap – Speech Sounds
- Speech Leap – narrative therapy
- Kagan collaborative learning
- Zones of Regulation

As part of Tameside's Local Authority, we can access outside support from a range of agencies and other professionals, where there is clear evidence of need in school. These are:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychologist (EP)
- School nurse
- Social workers
- Child and adolescent mental health service (CAMHS)
- Counsellor
- Communication Language & Autistic Spectrum Support (Outreach SOS team)
- Specific Learning Difficulty (Outreach SOS team)
- Sensory Support
- Behaviour for Learning & Inclusion Service (Outreach SOS team)
- Education Welfare Service (EWS)
- Tameside Families Together (TFT)

Tameside's Special Educational Needs Advisory Team offer support and advice to schools for all areas of SEND. For more information on Tameside's services, please see their [Local Offer](#).

Staff and parents can also access the Tameside SEND Children Thrive – Matching Provision to Need tool: [SEND THRIVE - Early Years](#) [SEND Thrive - School Age](#)

## 7. How does the school liaise and work with parents?

Parents and carers can request meetings with teaching staff before and after school. Parents and carers can request meetings with the SENDCo Miss Richards. The Principal and Deputy Principal are part of the pastoral team and any issues or concerns regarding children's pastoral needs can be shared with Mrs Armstrong and Mrs Booth. If required, a request to meet with the Executive Principal can be logged at the school office also.

All children are set Termly Targets which they can work on at home and in school. All children will also receive a yearly written report.

In addition to the above, children who receive additional interventions for their SEND difficulty have termly SEN review meetings. These reviews allow the children to give their views about the additional support that they have received to support their needs. During these reviews, parents are encouraged to give a verbal response which is recorded and ask any questions regarding their children needs. If parents are unable to attend, staff will endeavour to reschedule meetings for a suitable time.

For children who have Education, Health and Care Plans (EHCP), there will be an Annual Review, in addition to the school's regular reviews. A person-centred approach to the review will be used to work collaboratively with you and other professionals to discuss your child's strengths and progress and to set new targets in line with the outcomes.

## 8. How will the school support my child's transition to high school?

Choosing an appropriate high school for your child can seem like a daunting task. The pastoral team are available to support ALL parents who may require support accessing the online application process or arranging visits to see their local high school.

The school SENDCo is always on hand to support parents who have children with SEND during the application process. This may be support in completing the application, creating a list of questions to ask about SEN provision or supporting parents with visits.

All children attend transition days at their high school. Meetings are held with all high schools to ensure that the school knows important information about your child. The SENDCO at Inspire Academy liaises with the SENDCOs at the high school also. All documentation from review meetings are shared to ensure that the receiving school are well prepared to meet your child's needs.

9. Who can I contact for further information?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. If necessary, they would direct you to the school's SENDCo (Miss Richards), who would be able to provide more detailed information for you. The Principal (Mrs Armstrong) can be contacted via the school office and a meeting can be arranged.

We trust both you and your child will be happy, safe, engaged and well-supported at Inspire Academy, however, if you have a complaint please see the information listed on the school website for the complaints procedure.

For more information about Tameside's services, please see their [Local Offer](#).  
Tameside SEND Children Thrive – [SEND THRIVE - Early Years](#) [SEND Thrive - School Age](#)

Tameside's SEND Information Advice and Support Service (SENDIASS) can provide information, advice and support for parents regarding any aspect of SEND.

Telephone: 0161 342 3383

Email: [sendiass@tameside.gov.uk](mailto:sendiass@tameside.gov.uk)