



SEND Information Report / Local Offer Submission 2021/2022 (all schools)

Please submit your responses to localoffer@reading.gov.uk

This form has been designed to bring together the Brighter Futures for Children (BFfC) requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: The Palmer Academy

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Ofsted link: <https://reports.ofsted.gov.uk/provider/21/139653>

Head teacher: Mr Dominic Prendergast

Assistant Headteacher for SEN [&D]:

Name: Dr Helen Fisher, Assistant Headteacher for SEN [&D]

Contact: senco@thepalmeracademy.com

Date of latest Accessibility Plan: 26.4.21

Link to Accessibility Plan: <https://www.thepalmeracademy.com/essential-information/policies-and-reports>

Date completed: July 2021

By whom: Mr D Prendergast



Name: Helen Fisher

Role: Assistant Headteacher for Special Educational Needs and Disabilities.

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governor's and parents. It is a lengthy document, and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

General Statement -

The Palmer Academy is an inclusive mainstream primary school, where every child is valued and respected. We have high expectations for all our learners, including those with special educational needs and disabilities, and we are committed to supporting them in making both strong progress and becoming independent learners. We support the child holistically, conscious of the fact that special educational needs and disabilities (SEN/D) can impact on many areas aside from learning. We are also aware of other difficulties children with SEN/D might be facing, outside of their additional needs, which might be contributing to their barriers to learning.

Our definition of special educational needs

We recognise the definition of special educational needs provided in the Code of Practice (DfE/DfH, 2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age* or a young person has a learning difficulty or disability if he or she:

-has a significantly greater difficulty in learning than the majority of others of the same age, or

-has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...'

* 'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers' (DfE/DfH, 2015).

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above, when they reach compulsory school age or would do so if special educational provision was not made for them [Section 20 Children and Families Act 2014] (DfE/DfH, 2015: 15-16).

The relationship between disability and special educational needs

As a school, we also recognise that children with a disability do not necessarily have SEN, but also recognise that there is a significant overlap between disabled children and those with SEN (DfE/DfH, 2015).

We acknowledge that where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (DfE/DfH, 2015: 15-16).

If a disabled child is not covered by the SEN definition, they will still be provided with ‘reasonable adjustments’ under the Equality Act 2010.

Therefore, we have an SEN [&D] Register, which identifies all children who have special educational needs, which often also includes a disability (under the definition provided in the Equality Act 2010). If children only have a disability, they are identified on our Health/Disability Register.

Regulations		School Response	
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>At the Palmer Academy, we support children with SEN under the four broad areas of the current Code of Practice (DfE/DfH, 2014), including:</p> <ul style="list-style-type: none"> -Communication and Interaction -Cognition and Learning -Social, Emotional and Mental Health -Sensory and/or Physical Needs. <p>For example: autism; ADHD; physical difficulties; specific learning difficulties relating to reading, spelling, handwriting, arithmetic, motor skills and coordination; speech and language difficulties; and hearing impairment.</p>
2	Information related to mainstream schools about the school’s policies for	<p>How do you know if a pupil has SEND?</p>	<p>We place a strong emphasis on early identification of SEN/D.</p> <p>The Senior Leadership Team, Class teachers, Higher Level Teaching Assistants (HLTAs), Learning Support Assistants (LSAs), parents/carers and the Assistant Headteacher for SEN [&D] work closely</p>

<p>the identification and assessment of pupils with SEND</p>		<p>together, to identify children who are struggling in any of the four broad areas listed above.</p> <p>This includes the use of:</p> <ul style="list-style-type: none"> -standardised tests; -screening tools; -Pupil Progress meetings; -teacher assessments; -teacher observations; -use of a ‘monitoring stage’ register; -the observations and perspectives of parents/carers, and other adults who know the child well; - the child’s own perspective; - observing a child’s response to intervention; - implementing the ‘assess, plan, do, review’ cycle discussed in the Code of Practice (DfE/DfH, 2015). <p>In making decisions about which children have SEN/D, we are also mindful of the advice in the Code of Practice (DfE/DfH, 2015, para. 6.23):</p> <ul style="list-style-type: none"> -that slow progress and low attainment does not necessarily mean that a child has, and should be recorded as having SEN; -that attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. <p>Sometimes, we might seek specialist advice at this early stage, acknowledging that: <i>‘Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions’</i> (DfE/DfH, 2015, p.102).</p> <p>This will have been discussed with parents/carers in advance, and informed consent gained. After the involvement of an outside agency, parents/carers will be invited to discuss the report and recommendations, either with the person who completed the assessment, or the Assistant Headteacher for SEN [&D]. The recommendations will then be implemented, both at home and at school.</p>
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		<p>How will I know if my child is receiving SEN support?</p>	<p>As discussed above, parents/carers are regularly informed if their children are facing any challenges in their learning, as well as the provision which is being made for them.</p> <p>All parents/carers of children on the SEN [& D] Register will receive a letter to confirm that their child is receiving special educational provision. This is to formalise the process, but will have already been discussed with them.</p> <p>Parents/carers of children with special educational needs/disabilities will also have a half-termly meeting with their child's class teacher. In this meeting, they will be provided with their child's Individual Education Plan, which will detail the special educational provision which their child is receiving.</p> <p>In the meeting, parents/carers will have an opportunity to discuss their child's progress and contribute to the reviewing/writing of their child's targets. They will also be encouraged to identify how they can support the targets at home.</p> <p>The Assistant Headteacher for SEN [& D] provides weekly slots, where parents/carers can book an appointment if they would like to see her. She also ensures that she has made some contact with all parents/carers of children with SEN/D within the academic school year.</p>
<p>3.</p>	<p>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEND Policy?</p>	<p>The school's SEN [& D] Policy can be found on the school website.</p>

<p>3a</p>	<p>How the school evaluates the effectiveness of its provision for such schools</p>	<p>How do you make sure that the SEND provision is helping pupils make better progress?</p>	<p>We use an informed, evidenced-based approach to SEN [&D] provision, which is further informed by advice from outside agencies, where applicable.</p> <p>We regularly review outside agency support, and make changes to our providers, where required.</p> <p>The Code of Practice’s (DfE/DfH, 2015) graduated approach to support underpins our provision: assess the child; plan for the child; do/undertake the plan; review the plan.</p> <p>This approach enables us to set targets and observe/monitor progress across six weeks. In doing so, we are looking for evidence that a child has met the targets set, as well as: make bi-annual progress in standardised tests, where applicable; and be ‘closing the gap’ between their attainment and national expectations.</p> <p>Special educational provision is detailed on a half-termly Individual Education Plan (IEP), which includes targets; type of intervention; frequency; and person delivering it.</p> <p>The IEP is informed by pre- and post-information/data for every target - to measure progress for each area. We also consider the measurement of progress against national expectations, as well as any standardised tests used.</p> <p>LSAs delivering interventions are observed, with feedback given.</p> <p>When reviewing progress, we also seek the perspectives of parents/carers and the children themselves.</p> <p>The Assistant Headteacher for SEN [&D] also engages in ‘learning walks’ to see special educational provision in progress, as part of quality assurance.</p>

		<p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p>We are conscious of the fact that special educational needs/disabilities can impact on other areas, apart from the areas identified. We are also aware of other difficulties children with SEN [&D] might be facing, outside of their additional needs, which might be contributing to their barriers to learning.</p> <p>We seek to identify the strengths of the child, and use these strengths to plan interventions (for example, if a child enjoys drawing, this can be utilised, when completing a spelling intervention).</p> <p>Children also have access to the following in school:</p> <ul style="list-style-type: none"> -opportunities to share their perspectives on their interventions and areas of need; social and emotional skills interventions; - an emotional literacy support assistant (ELSA); - a school counsellor. <p>We aim for all children to be independent learners and encourage strategies in the classroom to support this. For example, we regularly use pre-tutoring; picture cue/mnemonic spelling banks; ‘now and next’ boards; and personalised visual timetables - both at school and at home.</p>
<p>3b</p>	<p>The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress made by pupils with SEND?</p>	<p>As part of the established ‘Assess, Plan, Do, Review’ model, progress is continually reviewed throughout the interventions, which run for about 6 weeks. Mini-versions of the ‘Assess, Plan, Do, Review’ model can also be used within the 6 weeks, where it is felt that the intervention is not working, or the child is not responding to the strategies, as hoped.</p> <p>At the end of the 6 weeks, progress is then reviewed. The pre-and post data/information for each target on the Individual Education Plan is then compared. The perspectives of the child,</p>

		<p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>and all the adults working with him/her, is also collected.</p> <p>In addition, children continue to be discussed at internal half-termly Pupil progress meetings.</p> <p>Parents/carers of children with SEN [&D] have the opportunity to meet with the class teacher every half-term.</p> <p>You will also be invited to the standard parent-teacher meetings, and receive an annual report on your child's progress.</p> <p>We believe in a person/child-centred approach, where the views of the parent/carer, and the child are central to the review process.</p> <p>In the half-termly review meetings, you will be supported by the class teacher in sharing your views regarding how your child is progressing, and how you can support your child at home.</p> <p>When required, the Assistant Headteacher for SEN [&D] will also join the half-termly meetings.</p>
3c	The school's approach to teaching pupils with SEND	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p>	<p>We believe that all classrooms should be inclusive and that all children should have regular access to qualified teacher time. We do not believe that children should be reliant on any adult, but, instead, should have adjustments made so that they can access the mainstream classroom.</p> <p>For example:</p> <ul style="list-style-type: none"> -opportunities to be exposed to key vocabulary in advance, so that they can contribute in whole-class sessions; -having a check-list on their desk, to support them in following the class instructions; -having a personalised visual timetable, to enable them to follow a routine and know what is coming next;

		How can I find out more about what my child is learning at the moment?	<p>-having words with accompanying picture cues/mnemonics on their table, to support them as they write;</p> <p>-having a fiddle toy and movement break, if they find it difficult to sit still; having access to theraputty and other resources, to strengthen finger and hand muscles;</p> <p>- numbers lines and concrete resources on the desk to support with number work;</p> <p>-access to Makaton and PECs, where required.</p> <p>This information will be shared with you at the regular half-termly IEP meetings. The class teacher also delivers a ‘meet the teacher’ session at the start of the school year where they go through the curriculum for the year. This, and the curriculum maps, can also be found on the school website.</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The school buildings and site have been adapted to support children with special educational needs and/or disabilities. There are different zones on the playground, so that children can spend time in quieter places, if required. Some children have individualised timetables for playtime, which support them in self-regulating their emotions and behaviour.</p> <p>We have also recently established a sensory room, to support children who require sensory experiences throughout the day.</p> <p>Within the classroom, children with special educational needs and disabilities have access to a range of resources and strategies to support them, as outlined above.</p> <p>All teachers provide a differentiated curriculum, which is carefully matched to each child's needs. Both whole-class and group work is differentiated - through the learning objective, questioning and activities.</p> <p>Your child might also receive additional</p>

			support to enable them to access whole-class sessions, including, for example, pre-tutoring of vocabulary, or the rehearsing of answers to questions.
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>In addition to the above, your child might receive 1:1/small group targeted intervention, to support their individual needs, which will be recorded on their IEP.</p> <p>We are implementing a Provision Management tool, so that we can match the school's resources fairly to each child's individual needs. This involves reviewing progress against the cost of each provision.</p> <p>As discussed earlier, we ensure parents/carers are involved in all stages. You will also receive a letter from the Assistant Headteacher for SEN [&D] when your child is placed on the Register, and receive regular half-termly meetings with the class teacher.</p> <p>We will observe your child closely, and monitor their progress - against their IEP targets, as well as national expectations.</p> <p>We have also started the process of costing every intervention, and comparing this to progress.</p> <p>We then discuss our data with parents/carers at the half-termly IEP meetings. An informed decision can then be made about what support will be required in the half-term ahead.</p>
3f	Activities that are available for pupils with	What social and extra-curricular activities are	All children in the school are encouraged to access and participate in social and extra-curricular activities. We appreciate that sometimes this can be difficult for

	<p>SEND in addition to those available in accordance with the curriculum</p>	<p>available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>some children with SEN [&D] and, therefore, we would tailor our support to children's individual needs.</p> <p>A list is provided to all parents/carers at the start of term.</p> <p>All children participate in activities outside of the classroom, including school trips. Again, some children with SEN [&D] might find this more difficult and we would provide support so that they can participate. For example, providing an individualised visual timetable and a social story, prior to the event.</p> <p>If a child's safety is a concern, we would complete an individual risk assessment, where actions would be agreed with parents/carers.</p>
<p>3g</p>	<p>Support that is available for improving the emotional and social development of pupils with SEND</p>	<p>What support will there be for my child's overall well-being?</p>	<p>As discussed previously, the children's well-being is monitored closely at The Palmer Academy. We have a trained Emotional Literacy Support Assistant and a School Counsellor.</p> <p>The Assistant Headteacher for SEN [&D] liaises with these staff, as appropriate, as well as with other support staff, including lunchtime supervisors, to ensure that a child is supported holistically.</p>
<p>4.</p>	<p>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</p>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think</p>	<p>If you would like further information about how The Palmer Academy support children with SEN [&D], you should contact the Assistant Headteacher for SEN [&D], Dr Helen Fisher, who would be happy to discuss this with you.</p> <p>You should contact your child's Class teacher first, and he/she will discuss your</p>

		my child may have a special educational need or disability?	<p>child's progress and any worries you have with you.</p> <p>He/she will then discuss your concerns with Dr Helen Fisher.</p>
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	<p>Dr Helen Fisher has post-graduate qualifications in inclusive education, language, literacy and dyslexia. She also has a doctorate (D.Phil.) in Educational Studies, specialising in children's perspectives of literacy. She continues to update her knowledge and understanding through additional training and resources.</p> <p>A programme of SEN [&D] training is being implemented for the academic year 2021-2022. This will be led by Dr Helen Fisher. This includes staff meetings and an INSET day focusing on SEN [&D], and weekly training sessions for support staff.</p>
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	<p>If a child requires specialist equipment, we will aim to provide it within our school budget. If it is particularly expensive, we will seek financial support from BFFC through their 'High Needs' budget.</p> <p>If a child requires other facilities, which cannot be provided at The Palmer Academy, such as an autism or speech and language unit, or special school provision, this will be discussed at the half-termly IEP meetings.</p> <p>We will support the child and their parents/carers through the process and ensure that the child has a smooth transition to their next provision.</p>
7.	The arrangements for consulting parents of children with SEND about, and involving	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you</p>	<p>As discussed previously, we will involve parents/carers at all stages through our half-termly IEP meetings, using a person-/child-centred approach. If challenges arise mid-meetings, we will arrange an additional meeting with the Assistant Headteacher for SEN [&D].</p> <p>If your child has an Education, Health and</p>

	such parents in, the education of their child	help me to support my child's learning?	Care Plan, you will also be invited to an Annual Review, where all aspects of your child's provision will be discussed. Again, as discussed previously, we will support you in identifying how you can help your child at home.
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	We are increasingly encouraging children to contribute to the reviewing of their progress and the writing of new targets. This takes time to develop.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact for further information? Who can I contact if I am not happy about the SEND provision made for my child?	If you are concerned about your child's provision, you should first contact your child's class teacher to discuss it. If you still have concerns, you should contact Dr Helen Fisher, Assistant Headteacher for Special Educational Needs and Disabilities.
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary	Who else provides services in school for children with SEND or disabilities?	We utilise a range of outside agencies to support the children at The Palmer Academy, including: Educational Psychologist, Physiotherapist, Occupational Therapist, Speech and Language Therapist, Sensory Consortium Service, School Nursing Team, Counsellor, Early Years SEN/D Team ,

	organisations , in meeting the needs of pupils with SEND and in supporting the families of such pupils	How can my family get support from these services?	<p>Parenting Special Children, Early Help, Reading Information, Advice & Support Service for SEND</p> <p>Links to some external services are above.</p> <p>The school manages the caseload for the Educational Psychologist, the Speech and Language Therapist and the School Counsellor. Please liaise with Dr Fisher to access these services.</p>
11 .	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEND or disabilities?	You should contact the Assistant Headteacher for Special Educational Needs and Disabilities .
12 .	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	<p>We focus on the early identification of children who might struggle with transition. We ensure that all they have access to a transition social story. This social story, which is personalised to each child, explores their forthcoming transition in more detail. It includes pictures/photographs and discusses the emotions the child might have and potential ways of dealing with them.</p> <p>In addition, the following provision is implemented.</p> <p><i>Class-to-class transition</i> In addition, to 'Transition Day', where all children visit their new classroom and teacher, children who are identified as vulnerable, have additional opportunities to visit their new classroom and/or spend additional time with their new teacher. They will also be provided with a transition</p>

			<p>social story.</p> <p><i>Year 6-7 transition.</i> This is acknowledged as a potentially challenging time for children with SEN/D. Therefore, the Assistant Headteacher for SEN [&D] will liaise with the secondary schools of Year 6 children with SEN/D, so that they are aware of particular children's needs and any additional difficulties they might present with. These children are often invited to attend additional transition days at their new school.</p> <p>Children who have an EHC Plan will receive additional support from the Assistant Headteacher for SEN [&D] in selecting a secondary school. This will also be discussed at the Year 5 Annual Review.</p> <p>The Assistant Headteacher for SEN [&D] will also discuss individual children with SEN [&D] with primary/secondary SENCOs/the next class teacher, to discuss potential challenges and to encourage a smooth continuation of provision, where possible.</p> <p>From 2021-2022, we are also establishing 'Palmer Plus', so that parents of children with SEN/D in Year 7, can re-contact the Assistant Headteacher for SEN [&D] if they are concerned about their child's progress/transition, and are unsure how to raise this with the secondary school.</p>
13	<p>Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>You can find out about other services that might be available here: https://brighterfuturesforchildren.org/sen/d/</p>

	be made available by schools, early years and post-16 providers)		
14	<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>As discussed above, both you and your child will be invited to attend half-termly meetings, to discuss and review your child's progress. You will also be asked to consider how you can contribute to your child's new targets at home.</p>

15	Who can I contact for further information?	<p>If you require further information, please contact the Assistant Headteacher for SEN/D - Dr Helen Fisher Assistant Headteacher for SEN [&D] senco@thepalmeracademy.com</p>
	What is the complaints procedure?	<p>Please see: https://thepalmeracademy.com/essential-information/policies-and-reports</p>

Our external partners are
Educational Psychologist
Speech & Language Therapist
Occupational Therapist
Physiotherapist
EY SEN Team
Sensory Consortium

School Nursing Team

Counsellor

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?

-Started the implementation of a Structured, Cumulative, Individualised, Multi-sensory reading/spelling programme.
-Implemented school to home personalised visual timetables, to support parents/carers at home.
-Specialist training to support our provision for non-/pre-verbal children.

Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?

<https://thepalmeracademy.com/essential-information/policies-and-reports>