



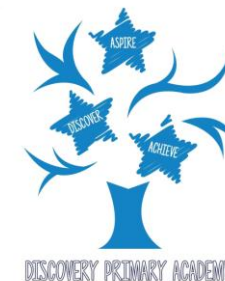
Discovery Primary Academy SEN Information Report

This report was compiled in collaboration with parents of SEN children with various levels of need.

If you would like any further information please do not hesitate to contact the school.

The school Assistant Head and SENCo is Mrs Claire Freeman. The Governor with responsibility for SEND is Mrs Sophie Michell. Both can be contacted through the school office on 01733 325001.

Discovery Primary Academy is a mainstream school. We make every effort to meet the needs of all pupils, including, when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with a range of outside agencies who support and advise staff and, in some cases, deliver programmes in school.



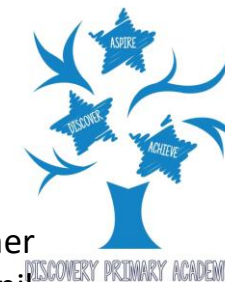
1. Discovery Primary Academy support children with SEND through additional and/or different provision for a range of needs including:

- ✓Communication and interaction for example Autistic Spectrum Disorder, Speech and Language difficulties
- ✓Cognition and learning for example dyslexia, learning difficulties
- ✓Social, Emotional, Mental health difficulties for example Attention Deficit Hyperactivity Disorder
- ✓Sensory and/or physical needs for example visual impairment, hearing impairment, processing difficulties

2. What do I do if I think my child has SEND?

- ✓ Please talk to your child's class teacher in the first instance and discuss the concerns you have.
- ✓After this meeting the class teacher will speak to the SENCo, and another meeting can be arranged if required.
- ✓If you would like to speak to the SENCo directly, then please ring the school office to make an appointment.

3. How does the school know if your child needs extra help?



- ✓ Discovery Primary Academy formally assesses pupil's academic progress every half term through informal teacher assessments and more formal testing. Children who are not making expected progress are quickly identified at pupil progress meetings and possible reasons for this are discussed.
- ✓ Each term, teachers meet the SENCo to discuss all children on the SEND register and any children who have barriers to learning so a pathway can be started for them. Actions will be agreed at these meetings and recorded on the class provision map.
- ✓ Alongside this, any child who is assessed to have a high level of need a SEND concern sheet may be started where the class teacher will identify the barriers to learning and put together an action plan to address these.
- ✓ For some children in school, it is necessary for them to have an Assess, Plan, Do, Review (APDR) where specific barriers can be addressed through specific target setting. These are reviewed termly by the class teacher and the SENCo.
- ✓ School holds parent/carer consultations every term. Parents and carers are encouraged to come into school at any time to discuss any issues they feel their child is having, whether academic or social.
- ✓ A member of staff may raise any concerns they may have about a child with the SENCo.
- ✓ If individual assessments are completed and there appears to be an issue then discussion will be held with the class teacher and the SENCo

4. How does school check that the support they give is effective?

- ✓ The SENCo monitors the progress of all children with SEND.



✓ Class teachers and the teaching assistants meet to discuss the impact the differentiated work is having on any child with SEND in classroom

✓ We annually review EHCPs and individual targets with parents and any staff who are involved in working with the child.

5. How are the curriculum and learning environment adapted for pupils with SEND and what support/challenge does the school provide for children with SEND?

✓ Discovery Primary Academy is committed to helping all children to meet their potential and all reasonable adjustments will be made where possible.

✓ When a child requires more than universal support, class teachers will make adaptations to allow children to access Quality First Teaching.

✓ We use a range of resources including IT and TA time to allow children to demonstrate their learning.

✓ Our Academy is a wheelchair friendly site, with ramps allowing easy access.

✓ We have a specifically designed changing room for children in nappies

✓ Every effort is made to allow all children to access all activities provided. On some occasions, additional adult support or resources may be needed to make this possible.

6. Learning Experiences Through Alternative Provision (LEAP Room)

✓ For a minority of children, access to the mainstream curriculum is not appropriate due to their high level of need. These children are taught by a teacher with the support of teaching assistants.



✓The children are taught all foundation stage subjects through the Cornerstones Curriculum. The children are taught the core subjects through the schemes used in the mainstream school but they are amended to the learning needs of the individual child.

✓The children are supported by the teacher and the TAs to access daily sensory inputs, attention and awareness activities, speech and language activities and intensive interactions.

✓Places in the LEAP room are based on discussions with an Educational Psychologist and parents.

7. How does school obtain equipment and facilities to support children with SEND?

✓School keeps a supply of various pencil grips, writing boards, chew and fiddle toys and multisensory equipment for teaching curriculum subjects.

✓In some cases children may require specific equipment and resources for example specific chairs for children with muscle disabilities. For these occasions the SENCo will liaise with outside agencies for support and guidance.

8. How does Discovery Primary consult children with SEND about their education?

✓Children's views are sought when producing and reviewing EHCPs. Where it is very difficult to obtain these views, staff working closely with the child and parents/ carers help to interpret the child's views.

✓ Staff take time to talk to children and respond to their needs and wishes sensitively.

9. How do we consult parents/ carers of SEND children about the education of and provision for their child?

✓Discovery Primary Academy strongly encourages all parents to meet regularly with their child's teachers and any other key adults. All teachers are available by appointment to meet with parents to discuss progress, needs or for additional information to be passed on



✓If a teacher feels that a child requires any additional support the parents will be informed before the support begins. It may be that a quick intervention is all that is required or at other times something more substantial

✓Staff welcome parental feedback on the effect of provision given.

✓Termly meetings with the class teacher take place in the Autumn and Spring term and can be requested in the summer term after the children's reports are sent home in July.

✓Any child with an Education and health Care Plan has targets which are written and reviewed annually in consultation with the parents.

10. How does the school support families and children who need additional pastoral care?

✓If we feel your child would benefit from support for social, emotional or mental needs we will always discuss this with you first.

✓If you have concerns about your child in this area please let us know and we can discuss the best way to provide support.

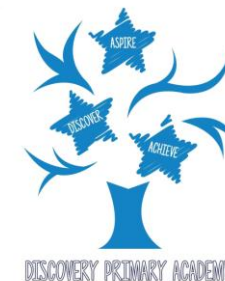
✓Not all children with these needs will be identified as having SEND but, as with all support, the support is available to all children in the school as needed including those identified as having SEND.

11. Staff have participated in the following training....

✓SENCo Award achieved in July 2015

✓Connected Community Attachment 2-year course (2021-2023)

✓Reading Recovery



✓SENCo Network meetings

✓Medical

- First Aid
- Paediatric First Aid
- EpiPen and Asthma training
- Diabetes training for specific members of staff

✓Safeguarding

- Child Protection training
- PREVENT training

✓Specific Support

- Precision Teaching
- Training on Attachment Disorder for all staff
- Speech and Language
- Training for specific staff in use of hearing aids and hearing equipment.
- Dyslexia Training
- Teaching Assistant training on Guided learning and questioning
- Autism awareness courses

✓Pastoral

- Emotional Literacy Support



✓Other

- Growth Mindset (Helping all children to have a positive attitude towards learning.)
- Team Teach

12. How does Discovery Primary involve other bodies, including health and social care in meeting the needs of children with SEND and supporting families where needed?

✓Staff attend meetings and make referrals to health professionals.

✓The school nurse can be contacted through the school office

✓Where needed, additional agencies may be involved in providing targeted support to children.

✓Early Help Assessment with families are written to allow them to receive support from appropriate external agencies. Support can then continue, if required through Team Around the Family Meetings.

13. Which outside agencies may be involved?

Discovery Primary Academy works with:

✓Speech and Language Therapy

✓Educational Psychology

✓ Sensory Support Service (For children with hearing and vision impairments)

✓Occupational Therapy

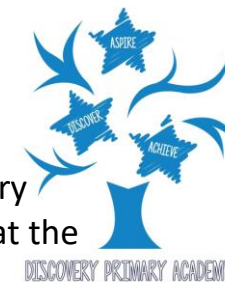
✓CAMHS (Child and Adolescent Mental Health Service)



- ✓School nurse
- ✓Diabetic Team
- ✓Autism Outreach Team
- ✓ Pupil Referral Units for children with Social and Emotional Needs.
- ✓There are a number of further services that we access less frequently, as the need arises.
- ✓To access each of these services the school follows the relevant referral process. In every case, parent/ carer permission is obtained before a referral to one of these services is made.

14. How does the school make sure that SEND pupils make the best possible transitions into and out of Discovery Primary Academy?

✓Staff liaise with local preschool and nursery settings. Where concerns are raised staff frequently visit the preschool setting to see the child and/or for a transition meeting. Paperwork is passed on and any staff who will be working with the child are made aware of helpful information. If required, any child with additional needs entering school can begin their education with us on a part time basis until both the school and the parents feel the child is settled enough to increase their hours



✓ When children move on to secondary schools relevant paperwork is passed on. Staff from the relevant secondary schools are invited to visit the children. The SENCo and Year 6 staff will ensure that they have spoken to key staff at the next school when there are particular concerns.

✓ In some cases, additional visits to the secondary school are arranged.

✓ Where a child moves school before the end of year 6 information is sent to the new school and the child's teacher or SENCo will talk to staff at the child's new school.

15. What should I do if I am not happy with the provision made for my child?

✓ Initially please talk to the Assistant Head and SENCo (Claire Freeman), the Assistant Head for learning (Mrs Chapman,) the Deputy Head (Miss Daniels) or the Headteacher (Ms. Siequien). All can be contacted through the school office either in person or by telephone

✓ If you are still unhappy with the provision provided, please speak to the school Inclusion governor.

16. Where can I find contact details for other agencies that provide support to children and families?

✓ Details, including contact details can be found on Peterborough City Council's Local Offer.

✓ Alternatively, please come into school and staff will be happy to help you find this information.

✓ The Local Authority publishes helpful information for families on its Local Offer on its website

*<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer>
or Google Peterborough's SEND Local Offer*

