



Long Itchington CofE Academy SEND Information Report



This is Long Itchington CofE Academy's SEND information report. This report has all the information that you will need to participate fully in the education of your child and should be read together with our SEND policy.

[Policies | Long Itchington CofE Academy \(covmat.org\)](https://www.covmat.org)



1. [Our Vision](#)
2. [What are the different kinds of SEND the academy caters for ?](#)
3. [Who are the SEND staff at the academy ?](#)
4. [What is the local offer ?](#)
5. [If I am concerned about my child, what should I do?](#)
6. [Who should I talk to if I need to know anything about my child's SEND?](#)
7. [If the academy are concerned about my child, what will they do ?](#)
8. [How will I know if my child is making progress ?](#)
9. [How will my child's voice be heard ?](#)
10. [Which services does the academy use to support children with SEND ?](#)
11. [How will my child be supported when they move to another year group ?](#)
12. [How will teaching be adapted for my child ?](#)
13. [What resources are available ?](#)
14. [What is the pastoral, medical and social support available in the school to ensure my child's well-being?](#)
15. [What support is there for me as a parent ?](#)
16. [What training is available to staff to support SEND ?](#)
17. [What extra curricular activities will be available for my child?](#)
18. [How does the academy support children who have SEND and are Looked after ?](#)
19. [How are complaints dealt with ?](#)

Our Vision



We are a fully inclusive, mainstream academy, that belongs to the Diocese of Coventry Multi Academy Trust. The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for all within our Academies who in turn will positively impact their communities.

Together, pursuing ‘life in all its fullness’ (based on John 10, 10)

‘Whatever you do, work at it with all your heart’ (Colossians 3:23)

What are the different kinds of SEND the academy caters for ?



The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Who are our SEND staff at the academy ?



SENDCO: Alice Moss

AGC Member responsible for SEND: Emilia Stephens

KICK Mentor: Andrew Sedman

At Long Itchington CofE Academy, all of our staff are teachers of SEND and as a result all receive training on supporting pupils with SEND .

What is the Local Offer ?



Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND). This is the 'Local Offer' and is available through:

<https://www.warwickshire.gov.uk/sendlocaloffer>

If I am concerned about my child, what should I do?



Please refer to the class teacher in the first instance.

If you need further support having spoken with the class teacher, please then contact the office to arrange an appointment with Mrs. Moss.

Children are sometimes identified as having SEND before they start at Long Itchington CofE Academy. We visit children in their Nursery settings and speak to staff about any difficulties children may be experiencing, strategies that are currently effective in supporting them and whether there are any agencies involved. The SENDCo is available at transition events for parents to ask questions and share concerns. If there are complex needs, sometimes a multi-agency meeting may be held in order to share information and ensure that provision is in place before the child starts school. We request that records are passed to us from Early years settings before a child starts in Reception. Sharing information fully with Early Years settings and at transition meetings to raise any questions you have at this early stage helps to ensure effective support can be provided as early as possible.

Who should I talk to if I need to know anything about my child's SEND?



At Long Itchington CofE Academy, we parents who have concerns about their child's special educational needs can make an appointment for a meeting via the school office. We welcome telephone calls or dojos to arrange appointments to meet with Mrs. Moss, where any concerns that you may have in relation to your child can be discussed fully.

If the academy are concerned about my child, what will they do?



As children begin school with us, assessments are carried out. Staff check the progress of the children carefully. At pupil progress meetings with the Head Teacher/SENDCo, children who are not making good progress will be highlighted by staff, and strategies and intervention can then be discussed. It is at this point that staff start to create a bank of evidence to show the impact of interventions that have taken place and whether additional support is needed.

As children move through the school, this tracking of progress continues, and teachers discuss any children for whom they have concerns with the SENDCo .When staff have tried class based interventions, the SENDCo will then carry out an observation of the child and will discuss further strategies or interventions. This is part of our Graduated response.



The SENDCo will also liaise with previous schools, where children transfer to Long Itchington CofE Academy during their primary education and additional needs have been identified.

Advice from outside agencies may be sought, only after a period of intervention has been unsuccessful in allowing the child to bridge any gaps in their learning and get back on track with their learning targets. At this point further assessments can be carried out.

How do you know if my child is making progress?



Progress is tracked and discussed with the Head Teacher and SENDCo at termly pupil progress meetings. Interventions are monitored by the SENDCo, and assessment is carried out prior to, and following, the intervention in order to measure progress. The SENDCo tracks the progress of children with SEND more closely and uses information about this progress to map provision across the school. Parents are informed of their child's progress through their termly reports and through IEP meetings. Additional meetings are arranged if required to discuss progress.

How will my child's voice be heard ?



Listening to what your child has to say is key to their own development and progress, and to our understanding of how we can best offer support. We involve your child in creating their own power pack of things that they find helps them and things they do not like. We also collect pupil voice regularly to inform next steps, and children can express their views as part of reviews of their Individual Education Plan and EHCPs.

Which services does the academy use to support children with SEND ?



School arranges access to a range of services on a contractual/referral basis.

These include:

- Educational Psychologist
- SEND Supported – specialist teachers
- COMPASS – school nurses
- Speech and Language
- Occupational therapy
- Physiotherapy
- Integrated Disability Service
- KICK mentoring

How will you support my child when they move to another year group ?



- Pupils visit their new teacher during transition day, which is a whole school event.
- For those pupils who need it, enhanced provision happens where the child visits their new classroom and teacher regularly in the second part of the summer term.
- Transition booklets are produced for children to have over the summer holiday for use at home.
- Staff meet to share what works with your child and to support class handover.

How will teaching be adapted for my child?



- Through Quality First Teaching, we ensure that the needs of children with SEND are met.
- We provide a graduated response to meeting children's needs
- Any interventions your child receives will be evaluated for impact.
- A whole-school provision map ensures that resources and strategies are targeted well to meet pupils' needs to maximise progress.
- As part of children's individual education plan, children are set learning targets, and these are reviewed. These targets are shared with parents at termly reviews.



What resources are available?

It is the responsibility of the class teacher to set work and develop resources that are well matched to the needs of the children in their class. Wherever possible, children will be supported in the classroom, using a range of interventions. When a child is supported by an outside agency, resources will be provided following their recommendations about how best to meet specific needs.

In some cases, children receive an intervention which is specific to the child and this may take place outside the classroom.

What is the pastoral, medical and social support available in the school to ensure my child's well-being?



- Our school is values driven and underpinned by our Christian faith.
- Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely using the PSHE SCARF education scheme of learning.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and so they should be your first port of call. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.
- Andrew Sedman (KICK mentoring) works with children each week to help them with their SEMH needs.



What support is there for me as a parent?

Staff value observations from the parents of the children in their care. Class teachers are available to discuss any concerns informally at the end of each school day. Parents/carers are offered the opportunity to discuss their child's progress with class teachers twice a year at parent consultations and SEND meetings with parents take place termly.

An end of autumn report and an end of spring report are sent home as well as a final end of year report. IEPs are also shared with parents.

What training is available to staff supporting SEND?



- All staff have safeguarding training.
- Our school SENDCo is undertaking the SENDCo qualification, which involves comprehensive training.
- All our teachers hold Qualified Teacher status, and they receive training across each academic year. We keep a record of ongoing training.
- Some of our staff are trained in specific interventions.
- Staff are trained for positive handling throughout the school.
- All staff receive training on how best to support children with SEND.

What extra curricular activities will be available for my child?



Our Equal Opportunities policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be met to meet any additional needs. If appropriate, parents/carers will be consulted and involved in planning.



How does the academy support children who have SEND and are Looked after?

Long Itchington Academy have a designated teacher for looked after children (LAC). The designated teacher is Mrs. Richards.

Liaison with virtual school who help to monitor provision.

We hold regular personal education plans with the virtual school, social workers and carers.

How are complaints dealt with?



Complaints are dealt with in line with the school Complaints Policy which is available on the school website or from the School Office.

[Policies | Long Itchington CofE Academy \(covmat.org\)](https://www.covmat.org/policies)