

Featherstone Academy
School Information Report
2020/2021

How does the setting know if children need extra help and what should I do if I think my child may have a special educational need?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher
- If you are still not happy you can speak to the school SEN Governor Trudy Nicholls.

How will Featherstone Academy support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant.
- If a pupil has needs related to more specific areas of their education, such as spellings, handwriting, numeracy and literacy skill etc., then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provisions and inform future planning,

How will the curriculum be matched to my child's needs?

- Featherstone Academy is a good/ outstanding school which values all pupils equally. We believe that every child should be supported to reach their full potential and that it is the duty of every adult within school to enable this vision to be a reality. Every child's individual needs are met and the best course of support and intervention is planned. This includes 1:1 support, pair and group work and the involvement of other agencies and specialists to provide structured programmes.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evening.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

And how will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- If outside agencies or the Educational Psychologist have to be involved suggestions and programmes of study are normally provided that can be used at home. Speech and Language therapist also offer strategies to use at home.

What support will there be for my child's overall well-being and behaviour?

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The head teacher or SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

What specialist services and expertise are available at or accessed by the setting?

- Speech and language therapist
- Educational psychologist

- Physiotherapists,
- Occupational therapists,
- Physical disability support service,
- Special educational needs support service,
- Autism outreach team,
- Behaviour support team,
- CAMHS
- School Nurse.
- UWMAT SEND Consultant

What SEND training do staff receive?

- Whole school training on SEND issues such as ASD, dyslexia awareness and speech and language problems. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, for example, from the AOT service and the SALT service

How will my child be included in activities outside the classroom including school trips?

- All children are encouraged to fully participate in all activities in and out of school and all reasonable adjustments are made, these include: care plans followed, risk assessments, additional staff support and training.

How accessible is the school environment?

- The school is fully wheelchair accessible, we have disabled parking spaces and all classrooms are on one level and easily accessed.

How will the school prepare and support my child to join school, transfer to a new school?

- Transition: visit new school, teachers. Multi-agency meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts. Your child's key person may make a home visit and also visit your child if they are attending another provision.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meeting or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about what type and how much support my child will receive?

- These decisions are made in consultation with the class teacher. Decisions are based upon termly tracking of pupil progress and as a result of assessment by outside agencies.

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The school also applies for AEN Funding and EHC Plan funding.

Further support or resources may be allocated to your child following assessments by school staff or outside agencies.

Funding may be used to buy in specialist support (e.g. Dyslexic assessment).

- How are parents involved in the school? How can I be involved?
- All parents are encouraged to contribute to their child's education.
- This may be through discussions with the class teacher

- During parents' evenings
- Discussion with other professionals
- Parents are encouraged to comment on their child's ISP with possible suggestions that could be incorporated.
- **Pupils with medical needs**
If a pupil has a medical need then a detailed Health Care Plan is compiled by our SENCo in partnership with parents and our school nurse. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within **Supporting pupils at school with medical conditions** (Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014).
- **Who can I contact for further information?**
- Your first contact is Miss Odedra, SENCO. Email: serena.odedra@featherstoneacademy.co.uk but visits to the school are always welcome.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN Terms.

SEND	Special Educational Needs and Disability
SEND Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SENCO	Special Educational Needs Coordinator
ASD	Autism Spectrum Disorder
AEN	Additional Educational Needs
PLP	Personal Learning Plan
ISP	Individual Support plan
AOT	Autism Outreach Team
SALT	Speech and Language Therapist service.
CAMHS	Child and Adolescent Mental Health Service

Support services for parents of pupils with SEN include:



- Staffordshire Connects is a service that connects you with help and support in your community. The Local Offer can also be found on this website link.

[Staffordshire Connects](#)

- Staffordshire Family Partnership is now to be known as SENDIASS which is an information, advice and support service.

[SENDIASS](#)