

# **SEND Information Report and Accessibility Plan**

**Reviewed: September 2024**

At Concordia Academy, all staff and Governors are committed to providing all pupils with equal access to the curriculum, where possible, regardless of any Special Educational need they may have.

A child has a special educational need if he or she has a need that calls for interventions that are additional to or different from those provided as part of the usual classroom provision.

Needs include the children's academic (learning and cognition), physical and sensory, social and/or emotional/behavioural, which are identified as giving cause for concern.

## **Arrangements for including children with SEND**

We are an inclusive school and provide for a range of special needs including:

- Autism
- Developmental difficulties
- Physical disabilities
- Learning difficulties
- Medical needs
- Sensory impairments

We believe in early intervention and all of our staff will be involved in assessing needs from Reception onwards. We will consult relevant outside professionals where needed.

The name of our SENDCo is Ms Mills.

Parents are consulted regularly and we have an open door policy for parents of children with special needs and disabilities, the SENDCo will always make herself available to discuss concerns. More formal reviews are held with class teachers and outside professionals each term in which children attend and their views are included in the meeting.

Children are regularly assessed and their progress recorded including the use of photos, and daily home/school books, as well as closely monitored planning and marking.

Transition visits are planned from year to year and at the end of each key stage, where visits are made and photographs and books are used to ease transition. Adults support this and reviews are held which include parents, children, teachers and other professionals.

## **Our approach to teaching**

We believe that all teachers are teachers of children with SEND. We have a whole school approach to teaching and supporting children. We believe in a dynamic approach, in which children are supported in or out of class, depending on the learning taking place. All children begin with the whole class, then may

go to small groups or into 1:1 lessons. The class teacher will keep an overview and the learning will be closely monitored.

We use strategies such as:

- Visual timetables
- Behaviour plans
- Work stations
- Colourful semantics
- Sensory learning
- Tacpac
- Attention autism
- Language groups

Staff are given relevant training both in and out of school including ongoing support from our SENDCo and visiting therapists and professionals.

Learning is adapted for SEND children where necessary, with a clear expectation that they access as much of the main learning as possible through quality first teaching and adapted learning. Some of our highest needs children will have individual learning plans.

## **Medical needs**

We work with both parents and external agencies to ensure that pupils with specific medical needs are catered for to ensure equal access to the curriculum and their well-being. Support may include training for staff, regular reviews and reasonable adjustments to both the school day and resources provided for the pupil.

## **Extracurricular activities**

We also have a breakfast club, where children with SEND are welcomed. We encourage our children with SEND to join in with all of our activities including sports clubs, drama and dance, special music and art projects. We also provide support for our children with SEND to attend all trips and visits.

## **Social and emotional support**

We employ a local counselling service and have an in-house staff member trained in ELSA to work one to one with children.

We run social skills groups and language groups to support children with their emotional needs and communication needs. We offer advocacy for children to express their voices and use a buddy system for any new children to our school.

## **Support services**

We work with a range of external support services including:

- Educational psychology
- Speech and language therapy
- Learning support services
- Language, communication and interaction service
- School nurse
- Occupational therapy
- Deaf and visual impairment teams
- Complex needs team
- Social services
- CAMHS (children and adolescent mental health Service)

All of these services work with the school to support children, teachers and families. They come into assess, support, train and report back to us regularly and can be contacted for advice when needed.

The SENDCo has a good working relationship with these services.

## **Looked after children**

Regular individual education meetings are held in school to support our looked after children. Their progress is monitored carefully and support is put into place where needed.

Good communication exists between carers, social services and the school in order to support and plan for the needs of our looked after children. We have a governor for Looked After Children (Ms Gill Gordon).

## **Complaints**

All complaints about SEND should be sent to Mr Akhtar (headteacher) at [info@concordiaacademy.co.uk](mailto:info@concordiaacademy.co.uk) who will deal with these appropriately and in a timely fashion.

## **Admission arrangements**

We are an inclusive school who will offer school places to all children from a variety of backgrounds and with arrange of needs.

When children with SEND start at our school, we will arrange transition meetings with the child and family, and relevant agencies to ensure that we have the appropriate support and facilities in place.

## Accessibility plan

Our school promotes and ensures accessibility to the curriculum, to written information and to the physical environment so that all pupils with a disability can take full advantage of their education and associated opportunities.

Ensuring access for disabled pupils to the school curriculum:

- includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure, cultural activities or school visits and full participation in the school community.
- includes improving access to the physical environment of the school and removing any potential barriers.
- includes making improvements or amendments to the physical environment of the school and giving disabled children access to physical aids where necessary.
- includes planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information will take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

We meet the requirements of the Equality Act and ensure that:

- resources and teaching are adapted according to the child's individual needs.
- we access support from outside agencies, such as CAMHS, Educational Psychologist, Social Care Team, Havering SEND Advisory Team.
- our SENDCo works closely with parents and other staff to ensure that needs are met – we have a holistic approach.
- members of staff working with disabled children regularly take part in relevant and appropriate training, and disseminate this as required.

We are an accessible school and have special facilities such as:

- Wheel chair accessible classrooms
- Disabled toilets
- Hygiene room
- Medical room

There is a lift to our classrooms and facilities on the upper floors.

Our staff are trained to work with children with a range of special needs and we are happy to continue with our training and adapt our environment to meet the needs of all students. For further information about SEND, please contact Ms Mills at [info@concordiaacademy.co.uk](mailto:info@concordiaacademy.co.uk)