

# SEND Information Report

Yeoman Park Academy

September 2023

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This SEND Information Report outlines information regarding ways in which we provide support for all our learners in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment. We fully comply with: SEND Code of Practice January (2015), Equality Act (2010) and the Children and Families Act (2014.)

## **1. Our vision**

The Diverse Academy Trust emphasises a child centred approach, 'nothing about us, without us', which supports the resilience and well-being of our learners. We value both children and parental engagement thereby sustaining a welcoming, effective and inclusive culture in our academy.

Our academy aims to provide an inclusive, supportive and positive learning environment where the child is at the centre. We aim to support all learners to have the confidence and self-esteem to aim high, achieve their aspirations and maximise their full potential based on their strengths. We aim to encourage communication, independence and social development.

Our staff have high expectations of all learners and seek to be fully equipped with the skills, enthusiasm and supportive attitude allowing our learners to overcome any barriers to learning. We believe that additional intervention and support cannot compensate for a lack of inclusive 'High quality' teaching, which is enabled and adapted for individual learners.

### **Individuality**

All learners are treated as individuals in their own right, even if their needs are similar. Our expectation is to be an exciting learning community which has high aspirations for all learners and nurtures self-belief.

We prepare each child for their future life by enabling them to be as independent as possible, to have the social skills to be part of their communities and to have the communication skills to make choices and have a voice in their world.

We adapt and enable learning to support the needs of individual learners, both inside and outside of the classroom.

We use a child-centred approach when identifying strengths, areas of development and strategies for support (Individual Learning plans updated termly)

We communicate daily with parents through home school diaries, over the telephone and via Weduc.

## **Impact**

All learners will receive support to build on current knowledge and have access to a curriculum that is ambitious to encourage development of their communication, social skills and independence.

Teaching staff feel confident to deliver a relevant and appropriate curriculum to enable all learners to make progress regardless of their starting points.

Parents and carers feel supported and can communicate effectively with all members of staff to share and support their child's learning in school.

## **2. Provision**

### **What kind of special educational needs does Yeoman Park make provision for?**

Yeoman Park Academy is an all age special Academy for children aged 3 to 18 years. The Academy provides specialist educational facilities.

The Academy meets the needs of learners who have a diagnosis of:

- Autistic Spectrum Disorder [ASD] often with anxiety related and behaviour needs
- Have Severe Learning Disabilities [SLD]
- Have profound and multiple learning disability [PMLD]

Many of our learners have co-morbid conditions which means they have more than one diagnosis.

The attainment of our learners is often well below the expected age range of their peers, with additional difficulties that may include:

### **Cognition and Learning needs**

- Cognitive development where or when attainment / progress is at a lower level than their peers.
- Communication and language difficulties.
- Engagement to task.
- Social Development, difficulties in making and maintaining friendships and relationships.
- Fine and gross motor skill development.
- Limited Self Help Skills to develop independence in organisational skills and personal care needs.

### **Communication and Interaction needs**

- Speech, Language and Communication difficulties.
- Social interactions.
- Engagement to task.
- Sensory Processing Disorder

### **Social, Emotional and Mental Health Needs**

- Difficulty in understanding and participating in classroom activities
- Disruption in emotional health and wellbeing impacting on learning.
- Unpredictable responses to learning tasks resulting in being uncooperative and/or emotional withdrawal.
- Some behaviour which may be injurious or endanger self/others.
- Difficulties making and maintaining friendships.

### **Sensory, Medical and/or Physical needs:**

- Physical disabilities which result in mobility needs, sensory impairments or personal care needs
- Health care needs
- Sensory Processing Disorders

## **3. Extra Support**

### **How does Yeoman Park know if my child needs extra help?**

As a Special Academy all learners who attend Yeoman Park Academy have an EHCP identifying their special educational needs, aspirations, strengths and needs, provision and arrangements.

Each child's EHCP is reviewed annually (biannually for children in foundation stage) during an EHCP Annual Review Meeting. At this meeting the child's strengths and needs, progress against outcomes and the provision put in place to support the child are discussed.

Annual Reviews take place with parents and carers, teachers and other professionals from Health and Social Care to ensure that the provision put in place supports the child.

#### **4. Assessment**

##### **How does Yeoman Park assess and review learner's progress towards outcomes?**

All learners at Yeoman Park Academy have Individual Learning Targets which are linked to their EHCP outcomes and their academic priorities, these targets are presented in their ILPs.

All learners make progress towards their learning outcomes and we use assessment tools to monitor, track and celebrate progress. These tools include the National Curriculum Pre-Key Stage Standards, B-Squared Engagement Steps, B-Squared Progression Steps, B-Squared Autism Progress, B-Squared Early Steps and B-Squared Steps 4 Life at Post 16.

#### **5. Evaluation of effectiveness**

##### **How does Yeoman Park evaluate the effectiveness of its provision for the learners?**

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Discussions with the child and their parents/carers
- Discussions and advice from other professionals
- Deep Dives into different curriculum areas
- Learning walks
- Coaching visits
- Internal and external moderation
- Pupil progress meetings
- Tracking and analysing the child's progress using our bespoke assessment framework
- Monitoring EHCP outcomes
- Monitoring ILP outcomes
- Analysing attendance records

- Academy Review Meetings (ARM)
- Educational Review Meetings (ERM)
- Academy Inspection Reviews (AIR)
- SEND Reviews

## 6. Teaching Approaches

### **Our approach to teaching learners with SEND including how adaptations are made to the curriculum and learning environments.**

We provide a curriculum that is relevant and meaningful for all of our learners and work hard to ensure it is developmental and progressive in nature; reflecting areas important to each child in our academy.

As a consequence, our curriculum is individualised, meeting the specific needs of learners at Yeoman Park Academy. Our curriculum is designed to provide opportunities for learners to develop the skills, knowledge and understanding that will enable them to be successful lifelong learners, with appropriate balance between the academic and personal aspects of development.

Whilst our curriculum is developmental and progressive in nature, we ensure that our teaching and learning practices enable our learners to be active learners. We aim to teach skills and then provide opportunities for learners to use these skills in a variety of contexts. Our enabling environments are designed to encourage learners to use their skills in a variety of contexts. This helps learners to consolidate and generalise their skills and understanding.

We embed specific approaches and programmes including:

- Safe environments with structure and routine
- Tailored communication: objects, photographs, symbols, token and/or symbol exchange, Makaton signing
- A Sensory Diet
- Indoor and outdoor enabling environments
- Intensive Interaction
- Forest Schools
- Access to offsite educational visits
- Specialist support from Physiotherapists, Occupational Therapists, Speech and Language Therapists.

We have a supportive and nurturing approach in relation to supporting our learners who, from time to time, find it difficult to engage in learning and whose behaviour for learning may need further development. Some learners have a behaviour plan to help them access their learning and to

ensure a consistent approach. If a child requires a behaviour plan, this is written and agreed with parents/carers.

## **7. Emotional & Social Development**

### **How does Yeoman Park Academy improve the emotional and social development of learners including extra pastoral arrangements for listening to the views of learners with SEND and measures to prevent bullying?**

We are committed to supporting the emotional wellbeing and safety of each child. A number of our learners have a range of personal and medical needs, plans are drawn up in consultation with parents/carers, the child and other professionals. These plans are then integrated within the Academy day in order to support rather than detract from a child's learning opportunity.

Staff work tirelessly to connect and engage learners through a playful approach promoting each child's ability to self-regulate their emotions and behaviour. When necessary staff help learners through co-regulation.

We pay great attention to personal development and weave this into our curriculum. Learners are encouraged to be as independent as possible, to emotionally regulate and develop their communication skills.

We encourage a respectful relationship between staff and learners so that learners feel comfortable to express their feelings or concerns with staff of their choosing. We have an School Council which gives learners the opportunities to give their views and ideas regarding the organisation of the Academy.

Each class in Academy has its own staff team who get to know the needs of each child in the group very well and build up close, yet professional relationships. Learners are always encouraged to be as independent as possible in their learning and personal skills for example personal care and eating.

Pastoral support is offered by all members of staff.

Yeoman Park has a strong safeguarding culture as our learners in the academy are vulnerable due to their SEND. There are three designated safeguarding leads within the Academy.

Further detail can be found in our policies:

- Diverse Academies Policies [Click here](#)
- Yeoman Park Academy Policy Appendices [Click here](#)



## **8. Staff Development**

### **How does Yeoman Park ensure staff have the expertise and training in relation to learners with SEND and how specialist expertise will be secured?**

Staff are trained in how best to teach and support the learners who attend Yeoman Park Academy. Staff training and development features consistently in the Academy improvement plan and an annual schedule of continuous professional development. Specific training needs are identified through the Personal Development Programme.

As a minimum requirement, we train all our staff (with regular refreshers) in

- Safeguarding
- Fire Safety
- GDPR
- Moving & Handling

Some staff have received training (with regular refreshers) for the specific needs of learners including:

- CRB (Coping with risky behaviours)
- Epilepsy Training
- Administering emergency medication
- Managing asthma
- Administering an EpiPen
- Emergency First Aid

We have a First Aid Team which has 4 staff trained in First Aid at Work and 6 staff trained as Paediatric First Aiders.

## **9. External Agencies**

### **How does Yeoman Park involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of learners with SEND and their families?**

We use the outreach services for speech and language, physiotherapy and occupational therapy provision. Therapies are mainly carried out in class and are integrated into learning.

We seek to respond quickly to emerging additional needs and work closely with other agencies including:

- Early Help Team

- CAMHS
- Specialist services for visual and hearing impairment
- Educational Psychologist
- Social Care Children's Disability Team (ICDS)
- Local NHS services
- Multi-Agency safeguarding Hub (MASH)

We have a clear point of contact within the Academy who will coordinate the support from outside agencies. Zoe Clayton is the member of staff who is the Designated Teacher for CLA.

## **10. Child Voice**

### **How does Yeoman Park Academy consult learners with SEND and involve them in their education?**

We recognise that all learners have the right to be involved in making decisions and exercising choice. As the majority of our learners have communication difficulties, we need to structure these opportunities carefully so they are not tokenistic. We use a range of augmentative and alternative communication approaches to enable our learners to make simple influential choices. This can be during learning or reviewing their performance, during the Academy Council, during the EHCP review meeting or during the LAC review.

## **11. Parent / Carer Relationships**

### **How does Yeoman Park Academy consult parents and carers of learners with SEND and involve them in their child's education?**

The Academy aims to work in partnership with parents and carers by:

- Making parents and carers feel welcome
- Giving parents and carers opportunities to play an active and valued role in their child's education- Whole Academy and department activity days, Pre and Post Admission meetings, regular parent and carer conversations
- Daily contact is maintained with home and the academy through diaries and WeDuc to engage with parents and carers electronically.
- Encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs their child may have that need addressing
- Instilling confidence that the Academy will listen and act appropriately
- Engaging parents and carers in opportunities to discuss ways in which they and the Academy can help their child

- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer
- Providing all information in an accessible way, including, where necessary, translated information for parents and carers with English as a second language
- The Academy website page are updated regularly.

## **12. Transitions**

### **How does Yeoman Park Academy support learners moving between phases of education?**

We aim to ensure smooth transition into our Academy from the previous phase of education and from our Academy into the next phase of education.

When a child has accepted a place at Yeoman Park Academy parents and carers are invited to attend a Pre-Admission meeting, which involves meeting staff in Academy, having a tour of the Academy and sharing information about the child.

For learners transitioning into EYFS it may take several weeks for the child to attend the Academy full time. Learners are invited in for transition visits before their start date.

## **13. Governing Body**

### **Arrangements made by the Governing Body relating to the treatment of complaints from parents and carers of learners with SEND concerning the provision made by the Academy**

If there are any complaints these will be dealt with in the first instance by the class teacher and/or a member of the leadership team, then, if unresolved, by the Executive Principal.

In the case of an unresolved complaint the issue should be taken through the Governors complaints procedure ([Concerns and Complaints Policy](#)).

## **14. Equipment & Facilities**

### **Information about the equipment and facilities to support the learners at Yeoman Park Academy**

Yeoman Park Academy is housed within a single storey building. All areas inside and outside the building are accessible. The Academy has a range of specialist equipment and specialist areas including:

- An enabling EYFS outdoor play area
- Each classroom has access to an outdoor area which is safe and secure for learners to play
- All classrooms are equipped with interactive boards
- Each classroom has access to a changing area
- A communal training kitchen
- A communal soft play room
- A designated area for Forest schools
- A proportion of the Academy's budget is set aside for the provision of specialist equipment to support the learning and health needs of the learners
- A hall which has the technology to bring the outside environment inside through lighting, projections and sound

## 15. Contacts

### Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's additional needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The Principal: Courtney Hoop
- For complaints, please contact the School Governor **Pete Edwards** with responsibility for SEND. You can find this information within our complaints policy on our Diverse Academies website.

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all learners and young people with SEND and will direct visitors to their nearest IAS service; <https://councilfordisabledchildren.org.uk/information-advice-and-supportservices-network>

## 16. Yeoman Park's Local Offer

Please visit our Local Offer on the Nottinghamshire County Council Website:

[Yeoman Park Academy Local Offer](#)

All our Academy policies can be found on our school website: <https://www.yeomanpark-ac.org.uk/>