

SEN Information Report: Acorn Centre 2022 – 2023

Information about ...

School Response

- **The kinds of special educational needs that are provided for**

- The Acorn Centre is a specialist unit for children with Communication and Interaction Needs (COIN) in Early Years and Keys Stage 1 (4 – 7 years) and Learning and Additional Needs (LAN) for Key Stage 2 (7 – 11 years) which is attached to Ashford Park Primary School (For information regarding our mainstream provision, please refer to the APPS SEN information report on our school website)
- Your child will be taught by one of the two SEN teachers. These teachers will act as first point of contact for you through direct meetings, telephone contact and home-school books
- Your child will also be supported in a group of up to 4 children in their mainstream class by a Learning Support Assistant

- **Policies for identifying children and young people with SEN and assessing their needs**

- Pupils attending the Centre have an Education Health and Care Plan (EHC plan) which identifies the setting as the most appropriate provision for the pupil. It also identifies the pupil's primary, and where appropriate, additional needs. The annual review of the EHC plan ensures that it reflects your child's current needs.
- The progress of your child is monitored regularly by the AHT of Inclusion. If they are not making expected progress in a particular area this may indicate the need for additional support. This will then be discussed with you.
- If your child seems to have an emerging or additional need, it may be that there will be additional assessments carried out in the Centre by an outside agency such as an Educational Psychologist. This would be discussed with you prior to their involvement.
- If you have concerns about the progress or attainment of your child, you should contact the Assistant Head teacher (AHT) of Inclusion on 01784 250305

	<ul style="list-style-type: none"> • Arrangements for consulting parents of children with SEN and involving them in their child's education 	<ul style="list-style-type: none"> • Parents/carers are invited to termly consultations to review and share new targets and discuss the progress their child is making. A child's annual review will take the place of a parent consultation within the term this is held. • We offer an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made to meet with the SEN teacher or AHT of Inclusion. Staff in the Centre can offer advice and practical ways that you can help your child at home. • We believe that a pupils' education is a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate with you regularly. • Parents are invited to year group assemblies and events to celebrate learning. • Volunteers to accompany the children on local walks, school trips and to run lunchtime clubs are warmly welcomed, subject to a successful DBS check. Please contact the SEND administrative assistant if you wish to volunteer.
	<ul style="list-style-type: none"> • Arrangements for consulting young people with SEN and involving them in their education 	<ul style="list-style-type: none"> • The pupils' EHC plan identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority. • We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term at parent consultations and annually at Annual Reviews.
	<ul style="list-style-type: none"> • Arrangements for assessing and reviewing children and young people's progress towards outcomes 	<ul style="list-style-type: none"> • Your child will have targets set each year at the Annual Review. Termly targets are then set, linked to these agreed targets. These are reviewed weekly using a RAG-rating system (judged as red, amber or green to indicate progress made). Targets will be extended or new targets will be set, if these are achieved before the end of term. • In the Acorn Centre, your child's progress is measured using the B-Squared assessment tool. This tool breaks down targets into small steps against which progress can be measured under the areas of learning (including EYFS), Autism or engagement. • B-Squared 'Progression Steps' is used for literacy and numeracy. • Target Tracker is used to measure progress in science and foundation subjects. • The school is committed to high achievement and self-evaluation, and ensures that pupils demonstrate good to outstanding progress. We will discuss progression routes for your child during consultation evenings and annual review meetings in school.

	<ul style="list-style-type: none"> • Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood 	<ul style="list-style-type: none"> • We work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to applying for a place and at any time through the application process. • Children are invited to two induction events at the school, where they can meet their Centre and mainstream peers. • Each pupil receives a social story about starting at the Acorn Centre to aid their transition. • The AHT of Inclusion or Centre teacher will liaise with staff at your child's current setting, and will visit their setting where appropriate and possible. • We invite representatives from your child's next provision to attend the final Annual Review and encourage families to participate fully in all induction events.
	<ul style="list-style-type: none"> • The approach to teaching children and young people with SEN 	<ul style="list-style-type: none"> • Every child starting at our Centre will be thoroughly assessed on entry. • Children starting in Early Years will have a baseline assessment of the 7 areas of learning. • If your child is starting higher up in the school, they are assessed primarily to determine if they are working within Steps to Engagement or Progression Steps. Children working at Progression Steps are assessed in the areas of reading, writing, spoken language, number, measurement and geometry, and statistics and probability. • Lessons are tailored to meet the individual needs of each child and progress in each of these areas is monitored throughout the duration of your child's time in the Acorn Centre.
	<ul style="list-style-type: none"> • How adaptations are made to the curriculum and the learning environment of children and young people with SEN 	<ul style="list-style-type: none"> • Your child will receive specialist teaching of literacy, numeracy and PHSE (Personal, Health and Social Education) for half a day in the Centre. The other half of the day will be spent with their mainstream class, covering science and foundation subjects. • Your child will have shared support when including with their mainstream class (1 adult supporting up to 4 children). • They will have access to a broad and balanced curriculum which is personalised to meet their needs and their learning will be differentiated to enable them to make progress. • During the academic year we receive visits from theatre and sports groups which provide other opportunities for our pupils to widen their knowledge and skills. • Your child will have many opportunities to attend off-site visits to support experience-based learning with the other children who attend the Acorn Centre. They will also be accompanied by a Learning Support Assistant when joining their mainstream class for year group off-site visits.

		<ul style="list-style-type: none"> • We have an Accessibility Plan which keeps access to the curriculum, the environment and information under regular review. • The building is accessible for wheelchair users with wide corridors and ramps for student use. There is a disabled toilet with nappy changing facilities within the Centre and three further disabled toilets around the school. One disabled toilet also has changing and showering facilities.
	<ul style="list-style-type: none"> • The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured 	<ul style="list-style-type: none"> • Centre teachers, in addition to their teaching qualification, have additional training/qualifications in special educational needs. • All Centre staff have undertaken a programme of training and professional reading which keeps them up-to-date with all the specialist skills necessary for working with children with special educational needs. • All our staff receive regular training to support them to fulfil their roles. Teaching staff and support staff have accessed targeted programmes of Continuing Professional Development to develop their skills which includes supporting children with speech, language and communication needs, autism, visual and hearing impairment and epilepsy. • Additional training needs are addressed through our performance management system.
	<ul style="list-style-type: none"> • Evaluating the effectiveness of the provision made for children and young people with SEN 	<ul style="list-style-type: none"> • The Centre is well-resourced to support the specialist teaching of literacy and numeracy. Additional resources are purchased to meet individual needs as necessary. Some of our children are entitled to receive pupil premium funding and these monies are targeted to develop life skills e.g. through regular cookery lessons, subsidise additional off-site visits and provide real life learning experiences.
	<ul style="list-style-type: none"> • How children and young people with SEN are enabled to engage in activities with children and young people who do not have SEN 	<ul style="list-style-type: none"> • Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences for our pupils than could be provided on the school site alone as well as promoting the independence of our children as learners. • The Centre is also developing Forest School learning experiences both within the school and through visits to local woodlands. • We offer students the opportunity to take part in a mainstream residential trip in KS2. • All visits and activities are risk assessed to ensure they are appropriate for individual children.

		<ul style="list-style-type: none"> • Parents/carers take an active part in discussions around residential visits and these are discussed during whole school information evenings and an additional meeting for the parents of Centre children to address any additional considerations around their SEND.
	<ul style="list-style-type: none"> • Support for improving emotional and social development 	<ul style="list-style-type: none"> • The progress your child makes in self-help, citizenship, PHSE and Speech, Language and Communication is also monitored termly and interventions are put in place to support children experiencing difficulties in these areas. • Professionals from Speech & Language Therapy visit the Centre 3 days a week. As well as supporting individual pupils, these professionals advise staff around strategies and offer training. • A regular programme of exercise is offered to all the children. Professionals from other agencies including physiotherapy, occupational therapy and health are welcomed to the school to support children with specific needs and their advice is incorporated into individual plans. • As necessary, children will also receive other appropriate interventions, these are sometimes described in their EHCPs. The interventions include: <ul style="list-style-type: none"> ○ Lego-based therapy ○ Intensive Interaction ○ Attention Autism ○ PECS ○ TEACCH ○ Forest School ○ Emotional Regulation (Zones of Regulation) ○ The Thrive Approach • Pupil voice is encouraged in all areas of the school through regular meetings of the student council, which is well represented by children with SEND. • Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with whom they have a good relationship. • Our staff provide a high standard of pastoral support and relevant staff are trained to support medical needs including epilepsy and diabetes. We are happy to administer medication to children in line with our medical policy.
	<ul style="list-style-type: none"> • How will the curriculum be matched to my 	<ul style="list-style-type: none"> •

	child's/young person's needs?	
	<ul style="list-style-type: none"> • How the school and governing body involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families 	<ul style="list-style-type: none"> • As part of their EHCP your child may be entitled to support from other agencies such as Speech & Language Therapy. The therapist will contact you directly to obtain your consent before starting work with your child. • In some instances we might feel that input from a health or other professional would be beneficial, in which case we would contact you for consent before making a referral.
	<ul style="list-style-type: none"> • Arrangements for handling complaints from parents of children with SEN about the provision made at the school 	<ul style="list-style-type: none"> • If a parent has a concern or complaint, the Centre Manager, Lindsay Martin (01784 250305) is the first point of contact. If the matter cannot be resolved at this stage then the Head Teacher may become involved and a meeting convened to discuss the nature of the complaint and look for a resolution to the issue. • A copy of the school's complaints procedure can be found on the school website www.ashford-park.surrey.sch.uk. The complaints procedure will outline the formal steps the school will take in handling each complaint.
		<p>Lindsay Martin – Assistant Head teacher of Inclusion 01784 250305 Eilis O'Mahony – SENCo Surrey County Council's Local Offer - www.surreylocaloffer.org.uk</p>