

### How does Diamond Academy identify and assess children with additional needs?

- Information from parents/carers
- Information from teachers and support staff working with your child
- Information from the child (One Page Profile)
- Information from outside agencies—for example, Speech and Language Therapy
- Assessment data gathered over time
- Observations of the child
- Information contained in an EHCP (Education, Health and Care Plan)

### Who do I talk to about my child's needs or if I have any concerns?

- Acting Principal —Mrs M Foreman
- SENCo— Mrs C Clarke
- Your child's class teacher
- Family Support Worker—Tracey Brookes

**At Diamond Academy every child is treated as an individual, and with respect and care.**

### What type of support is available for my child?

- A wide range of teaching strategies including small teaching groups where appropriate
- Pastoral support from our nurture practitioners and Family Support Worker
- Quality first teaching in the classroom
- 1:1 support where appropriate
- Personalised curriculum tailored to the needs of your child
- Intervention programmes
- Termly meetings to review provision and personal learning

### SEN Information Report Summary

#### Diamond Academy

2021-2022



### How does Diamond Academy support my child with transition?

**On entry** — Parent/carer induction meetings, Move Up Day, Transition Visits, Transition booklets, Photo Diaries, Staff Handover Meetings., parent and child views sought

**On exit** — Additional visits to new setting, Transition activities at new setting, Moving Up Days, Open Evenings, Transition booklets, Staff Handover Meetings, Photo Diaries.

### How does Diamond Academy meet my child's needs?

Collection of all relevant data prior to your child starting at Diamond, e.g., information from previous school. Detailed baseline observations and assessments on entry.

**Communication and interaction**— support and modelling during social times, social skills activities in groups and 1:1, speech and language interventions, visual timetable, Nurture Group approach

**Cognition and learning**— Knowledge Curriculum building on prior learning and overlearning, differentiated learning tasks in the classroom, small group work, bespoke personalised curriculum to support progress and access to intervention programmes

Specialist SEN hubs with places for children with highest level of need

**Social, Emotional and Mental Health**— The Boxall Profile is used to identify areas for support. Examples of support include social skills activities, feelings work, anger management, support for anxiety, self-esteem work, 1:1 interventions

**Sensory and /or Physical** — Sensory room, accessible toilet, coloured paper/reading rulers, sensory resources including personalised sensory bags, Occupational Therapy input

**Referral to specialist agencies as appropriate**—Speech and Language Therapy, Educational Psychology, Occupational Therapy, School Nursing Team, Child and Adolescent Mental Health Service

Staff undertake regular training to update their knowledge and skills

### How does Diamond Academy communicate with me?

- Termly Parent Consultation meetings with the class teacher
- Additional phone contact where appropriate
- Additional meetings with class teacher/SENCo/Family Support Worker where needed
- Additional contact book shared between home and school and parent/carer where needed
- Termly review meetings of Pupil Passport
- Involvement in meetings with outside agencies, for example, Occupational Therapy, Social Care
- Letters informing of events and activities
- Class DOJO, Academy Website, Twitter, Facebook
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### What support will there be for my child's wellbeing?

- Nurturing environment
- Pastoral support
- Positive behaviour rewarded
- Core values
- Anti-bullying promoted
- Early help support
- Risk assessments
- Behaviour Support Plans
- Monitoring of attendance
- Nurture Group and Elsa
- Forest School