

Academy 360

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2016/17

Approved by:	
Academy 360 Governing Body	Date: September 2016
Next Review	Date: September 2017

Introduction

Academy 360 has a similar approach to all Sunderland Local Authority (LA) maintained schools when it comes to meeting the needs of pupils with Special Educational Needs and /or disabilities and is supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA), schools and academies are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools/academies utilise the LA Local Offer to meet the needs of SEND pupils as determined by school/academy policy and the provision that the school/academy is able to provide. Schools/academies refer to this as 'The Special Education Needs Information Report.'

Questions

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Hub Manager) know as necessary.
- Writing support plans, and sharing and reviewing these with parents at least once each

term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO Primary – Victoria Thompson

The SENCO Secondary – Victoria Gray

Hub Manager – Clare Little

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this academy are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

Executive Principal – Carol Davison

Primary Head teacher – Keeley Wood

Secondary Head teacher - Rachel Donohue

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Executive/Head teacher will give responsibility to the SENCO/Hub Manager and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Executive/Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – TBC

Responsible for:

- Making sure that the necessary support is given for any child who attends the school,

who has SEND.

School contact telephone number 0191 3006506

Question 2

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

After being assessed, targeted Intervention is put in place which may be:

- Run in the classroom or outside.
- Run by a teacher, Teaching Assistant (TA) or Learning Support Assistant (LSA).

b) Specialist groups run by outside agencies e.g .Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENCO /Hub Manager/ class/subject teacher as needing some extra specialist support in school from a professional outside the academy. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as: the Education Psychology Service (EPS).

Support from Specialist teaching schools such as: Sunningdale Language and Learning Team

What could happen?

You may be asked to give your permission for the academy to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in the academy.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Educational Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ('Including All Children' documentation from LA).

Your child will also need specialist support in the academy from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- The academy (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the academy to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Educational Health Care Plan (EHCP). If this is not the case, they will ask the academy to continue with the current level of support and also set up a meeting to ensure a plan is in place to ensure your child makes as much progress as possible.
- EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

If your child is in the Hub:

- Your child will be taught in a small group, nurturing environment with a high level of adult support.

- All teaching is built on what your child already knows, can do and can understand, and that activities are designed to reinforce and consolidate basic skills.
- Specific strategies are in place to support your child to learn and many different ways of teaching are in place to ensure that your child is fully involved in their learning.

Question 3

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher/form tutor initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENCO).
- The academy SEND trust board member can also be contacted for support.

Question 4

How will the academy let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the academy will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

Question 5

How is extra support allocated to children and how do they progress in their learning?

The academy budget, received from Sunderland LA, includes money for supporting children with SEND.

- The finance team decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the trust board, on the basis of needs in the school.
- The Executive Principal/Headteacher and the SENCO/ Hub manager discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - the child's view will be sought informally for review meetings; this may not always be possible with very young children / children with delayed development.
- The academy identifies the needs of their pupils on a school provision map which for SEND pupils, identifies all resources/training and support is needed. They are reviewed regularly and changes made as needed.

Question 6

Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants/Higher Level Teaching Assistants / Learning Support Assistants
- Breakfast club / after school clubs/lunch and break time clubs
- School clubs
- Attendance Officer and Student development Officer
- Assistant Heads of Year
- LA provision
- Behaviour Support Service

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- KS1 & KS2 Behaviour Intervention Team
- Language and Learning Team

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS/CYPS

Question 7

How are the teachers in the academy supported when working with children with a SEND and what training do they have?

The SENCO'S/ Hub Manager's role is to coordinate all SEN provision and ensure all students receive their correct entitlement.

- The academy provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism

Outreach Team (AOT) service.

- The SENCO for secondary has National Award for SEN Coordination and Primary SENCO has just completed the course and is awaiting results
- The Hub Manager has completed the Sunderland City Council SEN Inclusion and Achievement SENCO training course

Question 8

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Following assessment, targeted intervention may take place to support your child.

Question 9

How will we measure the progress of your child in the academy?

Your child's progress is continually monitored by his/her class teacher/subject teacher.

- His/her progress is reviewed formally every term in reading, writing and numeracy in primary and every subject in secondary
- Students in the Hub are continually monitored and progress is assessed termly using PIVATs and BSquared assessment tools where appropriate.
- If your child is in Year 1 or above, a more structured assessment can be used, which shows their attainment in more detail. Mainstream SEN children are also assessed using PIVATS where appropriate to monitor progress.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally. Some children may be dis-applied.
- Children may have an individual or group support plan, which will be reviewed regularly, and a future plan made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENCO will also monitor that your child is making good progress.

Question 10

What support do we have for you as a parent of a child with a SEND?

- The class teacher/tutor is available via appointment to discuss your child's progress or any concerns you may have and to share information about what is working well at home and at the academy so similar strategies can be used.
- The SENCO/Hub Manager is available via appointment to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you either with the person involved directly, or where this is not possible, in a report.
- Support plans may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book/planner may be used to support communication with you, when this has been agreed to be useful for you and your child.

Question 11

How is Academy 360 accessible to children with SEND?

- The building is accessible to all people with SEND (See accessibility policy)
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

Question 12

How will we support your child when they are leaving this academy? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a meeting will take place.
- SENCOs try to attend SEN Support reviews to gain more information about your child before they come into the academy
- We will make sure that all records about your child are passed on as soon as possible and receipts are obtained.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a handover meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- All staff all have access to support plans and SEND information on the shared drive and on SIMs

In Year 6:

- The SENCO/Year 6 teacher will discuss the specific needs of your child with the SENCO of their secondary school.

- Your child will attend transition sessions to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Question 13

What Emotional and Social Development support we have for a child with a SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.

- The Emotional Health and Well-being of all our pupils is very important to us.
- We have a robust Safeguarding Policy in place, we follow National & LA Guidelines.
- We have a robust Pastoral team in place.
- All staff continually monitor the Emotional Health and Well-being of all our pupils.
- We are an Anti-bullying academy.
- We have a lunchtime/ break time nurture group for secondary pupils who require extra support.
- We have a student development manager who works with pupil on an individual basis to support their Emotional Health and Well-being, as appropriate.

Question 14

Who can I contact for further information?

- Main/Primary reception office
- SENCO/Hub Manager
- Heads of Year/Assistant Heads of Year (secondary)
- Deputy/Assistant Heads
- Head teacher (primary or secondary)

Question 15

Who can I contact if I have a complaint?

- Initial contact can be made with the academy by contacting the above.

Further information can be found in our complaints policy (See complaints policy)