

## SEN Report

The kind of special educational needs that are provided for in the academy.

The Academy is committed to providing an appropriate and high quality education to all our pupils. We believe that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic vocational and social curriculum which is accessible to them all and enables them to be fully included in all aspects of the academy life.

The sponsor, Delta Academies Trust (Delta) and the Local Governing Body will use their best endeavours and resources to ensure that every pupil actively participates in high quality education, which is enjoyable, relevant and motivating. Within the new framework there will be an enhanced approach on supporting families with a parent-friendly academy SEND policy.

Name and contact details of the SENCO and further contacts where parents/ carers may have concerns

The best people to talk to in this academy about your child's difficulties with learning/Special Educational Needs and/or Disability (SEND) are the SENCO:

Class/subject 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 SENCO know as necessary. Writing a Pupil Passport, and sharing and reviewing these with parents at least once each term and planning for the next term. Ensuring that all staff working with your child in the academy are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the academy's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO; Mrs Firth

Responsible for coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the academy's SEND Policy to make sure all children acquire a consistent, high quality response to meeting their needs in the academy. Updating the academy's SEND register (a system for ensuring all the SEND needs of pupils in this academy are known and monitored) and making sure that there are excellent records of your child's progress and needs. Providing specialist support for teachers and support staff in the academy so they can help children with SEND in the academy achieve the best progress possible. Ensuring they deliver an appropriate level of support, building up from early identification and assessment; classroom differentiation; targeted intervention; outreach and in-reach specialised support.

This is to ensure that you are involved in supporting your child's learning. Kept informed about the support your child is receiving and identifying next steps together. Involved in reviewing your child's progress.

SEND Governor: Lisa Foster

Responsible for:

Making sure that the necessary support is made for any child who attends the academy who has SEND.

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

The academy recognises that the early identification of a student's special educational needs together with appropriate multi-disciplinary intervention should reduce the need for more intensive support later in the student's academy life. As a result of this ethos, there are a number of assessment methods utilised by the academy to accurately identify and assess student's needs. Examples of assessment methods carried out by academy staff are dyslexia and dyscalculia screening, online literacy and numeracy assessments and a paper assessment of reading and spelling called WRAT 4. The academy also utilises a more detailed paper dyslexia screener to enable us to identify particular area of need. Services provided by outside agencies such as CAHMS, the educational psychology team and the school nurse when deemed necessary are also utilised by the Academy.

Arrangements for consulting parents of children with SEN and involving them in their child's education.

Clear systems are in place to ensure that the parents/carers of children with SEN are regularly consulted and therefore actively involved in their child's education. A minimum of three review meetings are held in response to statutory requirements, which include parents/carers, academy staff and outside agencies when appropriate. The review meetings positively encourage parents and students to actively participate in their own target setting and provision put in place within the academy. In addition regular letters and phone calls home are made when necessary to ensure parents/carers are fully aware of what is happening in the academy in terms of intervention strategies and student progress.

In addition to this parent evenings are held regularly with enables parents to discuss their child's current attainment and progress with individual teaching staff. For students with SEN this information is also presented and discussed at their review meetings.

Arrangements for consulting young people with SEN and involving them in their education.

Students with SEN have a number of opportunities to be involved in their education. Students are encouraged to have an input into their statutory review meetings through identifying their strengths, areas for development and suggesting how improvements can be implemented. This can be from either pastoral or academic point of view.

Each child on the SEND register will have a Pupil Passport which is created with the student. This will include personalised targets which will be worked on in class, individually or in small groups. Each term (or sooner if necessary), pupils' targets will be reviewed, shared with parents and new targets set. Parents are given a copy of the Pupil Passport to take home and comment on ideas of how to support their child. The provision for each pupil is also reviewed at least termly and necessary adaptations put in place. This provision is constantly evaluated to ensure it meets the needs of all the children and that all children have access to facilities and extra-curricular activities.

All students within the academy receive advice with regard to selecting their options at the end of key stage 3, 4 and 5. The academy has a system for supporting students in key stage 4 and 5 with their career choices, which involves regular appointments with the careers advisor. Students with additional needs will have a support plan through any transition which is discussed in detail further in the document.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

As previously stated regular review meetings are held in line with statutory requirements, where appropriate. Both parents/carers and students are encouraged to contribute to the review meetings. Review meetings are informed and supported by the following pieces of information; whole academy data capture which happens once per half term and feedback from academy staff with regard to attitude/behaviour/attendance. In addition, where necessary, outside agencies such as the educational psychology team, school nurse and CAHMs are involved in the process of assessment and review.

In addition to this, any student who is undertaking an intervention is regular tested every half term to assess the impact and determine if further /alternative provision is necessary.

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

You will be asked to attend a review meeting to discuss your child's progress and help identify next steps. 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 academy and yourself understand your child's particular needs and therefore provide specialist support within the academy.

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

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 this will also be an opportunity to discuss any concerns you may have and plan any additional support your child may receive.

Arrangements for supporting students in through transitions and preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

The SENCo and Heads of year/class teacher will ensure smooth transition between all phases of education from entering nursery to leaving our academy at the end of Year 13.

As children enter the Nursery, we will liaise with parents/ carers and any childcare settings that the child may have attended. The Inclusion manager will then put in place any necessary adaptations to the provision prior to children entering our academy.

Similarly, when children move to full- time academy, extensive transition is in place so that this is a smooth process. Again, parents are involved at every stage and support is put in place according to the needs of the children. This continues as children move through our academy into Key Stage 1,2,3,4 and 5, with adaptations and changes taking place as necessary.

The academy has a system for supporting students in key stages 4 and 5 with their career choices. This involves regular appointments with the careers advisor and the head of 6th form. As children prepare to leave our academy, the SENCo and head of year 11 will liaise with the post 16 providers. Children with additional needs are given the opportunity to visit their chosen place of study more frequently and again parents are involved at every stage. Any necessary adaptations are put in place and the class teachers are informed about the children's learning needs.

In working towards this principle, the academy will ensure that Academy staff work closely with colleagues on transition and accessibility. There will be clear referral routes for staff who wish to bring to the notice of the SENCO a student who may be having special educational needs. Every consideration will be given to the views of parents/carers in the assessment and decision making process. Students with SEN will also be consulted whenever possible and in addition procedures for inter-service and cross-agency referrals will be actively used and reviewed regularly.

#### Approach to teaching children and young people with SEN

Class teachers are responsible for ensuring all lessons are differentiated to remove any barriers for learning within the classroom; known as Quality First Teaching.

For your child this would mean:

That the teacher had the highest possible expectations for your child and all pupils in their class.

That all teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place to enable your child to be fully involved in their learning.

Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child's learning.

All children in the academy will be receiving quality first teaching as part of excellent classroom practice.

The academy may also suggest that your child would benefit from some individual support in the academy. They will recommend how support will be used and which strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; academies should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN.

Numerous strategies are utilised by the academy to ensure students with SEN can access a broad and balanced curriculum. As previously outlined each member of staff has access to accurate resources such as the SEN register and pupil passports to inform their planning. Effective deployment of Teaching Assistants is applied across the academy.

Students are encouraged to make use of learning support at break and dinner times where TAs and the SENCO are available to work with individuals on home/class work the students may require extra help with.

Your child may be identified as requiring specific group work to support their learning. (These groups are referred to as intervention groups and can be led by class teachers and/or support staff such as Teaching Assistants, both within and outside of the classroom)

If your child has been identified by the class teacher or SENCO as needing some extra support in the academy in order to ensure progress and have significant learning difficulties, after consultation and planning with yourself, they may be placed onto the "SEN support" register.

For your child this would mean:

He/she will engage in group sessions with specific targets to ensure progress. A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan. This type of support is available for any child who has specific needs in their learning.

At this point your child may also require some extra specialist support from a professional outside the academy. This may be from outside agencies such as the Local Authority central services such as the cognition and learning and communication and interaction team. Or also other agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing additional support in addition to quality first teaching and intervention groups. As a result it would be necessary to make adaptations to the curriculum and teaching. Giving your child access to ancillary aids and assistive technology where necessary, changing the learning environment to meet pupil's needs.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Over the course of the academic year, academy staff takes part, contributes to or delivers a range of CPD sessions. These sessions focus on developing teaching and learning across the academy, centring on areas such as differentiation and assessment for learning, to ensure each student's needs are met. Good practice is shared and developed at such sessions to develop consistency across the curriculum areas. The academy also delivers specific training for all staff with regards to SEN needs which can be delivered by outside trainers and also Teaching Assistants whom have wider understanding of a particular learning difficulty.

There is regular training for staff in order to meet specific needs. Strong links have been made by the SENCO with outside agencies to support pupils further. Future training is constantly accessed according to staff requirements and the needs of the students within the academy.

Evaluating the effectiveness of the provision made for children and young people with SEN.

Regular evaluation of the effectiveness of provision takes place in a number of different forms. Firstly, attainment data generated through the academy's data capture every half term is analysed by the SENCO and used to identify areas of strength and development for SEN students across the curriculum areas. Secondly, attendance and behaviour data is also tracked and analysed by the heads of year and finally interventions are monitored and tracked every half

term. In addition to this weekly RAG meetings are held every week for early identification of students that may require additional support to ensure progress.

How children and young people with SEN are enabled to engage in activities available with children and young people in the academy who do not have SEN.

The academy utilises a range of teaching and learning strategies to ensure an inclusive curriculum is adopted for all students, for example regular focused staff training, the use of pupil passports and clear strategies for differentiation to provide for all students learning needs. Additionally, extensive pastoral support is provided for each student within the academy, through the care and guidance team. The academy also has clear procedures encompassing climate for learning ethos which all staff, students and parents are fully aware of.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Serlby Park Academy has an effective care and guidance team whom provide pastoral support to all students which may range from providing social and emotional support to students and informing parents of any incidents that may have occurred throughout the day. There is a head of year for each year group and all students have access to the pupil support centre if they require. Each student within the academy is assigned a form tutor and these are arranged according to year group. After school clubs are provided for all students to involve themselves with including a cooking club which is run by a teaching assistant from the academy. SEND students are able to have break and dinner times within the learning support area which allows students the chance to discuss any concerns frequently to ensure provision can be arranged in required. It is also used as a safe place for the SEND students so they are able to interact with their peers in a small and less daunting setting.

There is also a clear climate for learning which includes both sanctions and rewards. All students and staff at the academy are fully aware of the climate for learning and it is used to promote positive behaviour.

and interactions. There is an active student council within the academy which allows the students an opportunity to contribute to the policies and procedures adhered to within the academy. Student voice is also very active within the academy.

There is also a peer reading support programme in place at the academy which involves older students reading with key stage 3 students in order to aid the development of their literacy skills through the paired reading activities.

Furthermore, the academy uses a social and emotional use of language programme (SULP) to develop skills of vulnerable students whom may require additional guidance with social skills. We also have a CASY counsellor that works within the academy and students can be referred to this provision if parents or teachers have concerns on a student's emotional well-being.

How the academy 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.

The SENCO holds regular review meetings in line with each SEN students review meeting schedule. Students, parents/carers, TAs as well as other professionals are invited and encouraged to attend the meetings. The meetings focus on the intended outcomes for each student and targets put in place to aid the progression and ensure success of reaching these outcomes.

Outside agencies such as the Educational Psychology Team, Nurse attached to the academy; Autism Team, CAHMS, Social care and SFSS (Schools and Family Support Services) are contacted where appropriate for specific students, based on their area of need. At each stage parents/carers and students are actively involved.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified on the EHCP), which cannot be provided from the budget available to the academy.

For your child this would mean:

The academy (or you) can request that the Local Authority carry out an EHCP. This is a legal process which sets out the amount of support that will be provided for your child.

This type of support is available for children whose learning needs are those students with severe, complex and lifelong need more than a specified number of hours support in the academy. The specialist will work with your child in order to gain an accurate and detailed understanding of their needs and as a result make recommendations, which may include:

Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them more effectively.

Support to set better targets which will include their specific expertise. A group run by academy staff under the guidance of the outside professional e.g. a social skills group.

Group or individual work with outside specialist.

Arrangements for handling complaints from parents of children with SEN about the provision made at the academy.

If you have concerns about your child's progress you should speak to your child's class teacher initially if your child is in the primary phase of the academy. Alternatively, you would speak to the Head of Year at the Secondary phase. If you are not happy that the concerns are being managed and that your child is still not making progress you may contact the SENCO who will refer to the Senior Leadership Team.

There is an overarching policy for handling complaints available on the Serlby Park Academy website. However, we do strongly encourage parents/carers to either speak to or meet with the SENCO prior to this happening in order to work together to resolve issues if they arise.

### **SEN Link to Local Offer**

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>