Special Educational Needs and Disabilities (SEND) Information Report

The Inclusion and Learning Support department at Shoreham Academy is committed to the principles of equality and inclusion. Please read this policy in conjunction with the Accessibility Policy and Equality and Diversity Policy (Accessibility Policy Equality and Diversity Policy.

The inclusion team are dedicated to supporting students with SEND. Shoreham Academy's Special Educational Needs Co-ordinator (SENCo) is **Jane Sharp.** The assistant SENCo is **Melanie Edwards** and the Director of Inclusion is **Teresa Steponitis.**

Accessibility

United Learning understands its duties regarding the *Special Educational Needs and Disability Act* (SENDA) and requires each school to have a 3 Year SENDA Plan which addresses the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum, have appropriate access to written information and physical access to curricular and extra – curricular activities. The SENDA Plan demonstrates each school's commitment to ensuring that students with physical disabilities can enter and leave the school premises in safety and comfort. Schools are also committed to ensuring that disabled pupils (current and prospective) are not treated less favourably and to reasonable steps are taken to avoid putting disabled pupils at a disadvantage in matters of admissions.

United Learning schools are required to ensure that:

a) Emergency evacuations can be accomplished safely for all pupils including those with Special Educational Needs.
b) Regard is had to the number, age and needs (including any SEN) of pupils when allocating classrooms so that they are appropriate in size to allow effective teaching.
c) Furniture and fittings are appropriately designed for the age and needs (including any SEN) of all pupils registered at the school.

United Learning is committed to ensuring that the application of this policy is non-discriminatory in line with the *UK Equality Act* (2010).

Aims and Objectives

The aims and objectives of the Inclusion and Learning Support (ILS) Department relate directly to those of the school and are also based on the values in the 1981 Education Act and the SEN Code of Practice September 2014.

Shoreham Academy **aims** to enable the student with special educational needs (SEND) to:

- Reach their full potential.
- Be included fully in the life of the school.
- Make a successful transition to adulthood.

Our **objectives** are:

- To provide for any SEN student by addressing their need using a range of strategies as appropriate.
- To provide equality of opportunity to all students regardless of age, gender, ability, race or group *(see Shoreham Academy Equality and Diversity Policy).*
- To encourage parents, carers and the student to be involved in decisions concerning the student's education.
- To offer all students with special educational needs a broad, balanced and appropriate curriculum.

Definition of Special Educational Needs

A child has a special educational need (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

These difficulties can be categorised into four main areas of need:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical Needs
- Social, Emotional and Mental Health

Students should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification, Assessment and Provision

The welfare of students with special educational needs is a matter for the Academy as a whole. In addition to the governing body, the school's Head Teacher, SENCo and Inclusion and Learning Support department, all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs. Teaching such students is a whole-school responsibility, requiring a whole-academy response.

> 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specific staff' (Code of Practice Sept 2014)

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment, and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Identification

Some students will already have been identified as having special educational needs at their previous school/s and will have been supported through an Education and Health Care Plan / Statement of Educational Need or through School Support. Such students are prepared for through close liaison with the feeder schools and a comprehensive transition programme.

If a student is known to have special educational needs when they arrive at the academy, the Head Teacher, Special Educational Needs Coordinator (SENCo), departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class.
- Identify and focus attention on the student's skills and highlight areas for early action to support the student within the class.
- Ensure that on-going observation and assessment provides feedback about a student's achievements to inform future planning on the student's learning.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve carers in developing a joint learning approach at home and in school.

Assessment

Some students however may have unidentified special educational needs and it is very important that they are identified and assessed as early as possible. Assessment is a continuing process that can identify students who may have special educational needs. The Academy measures children's progress by referring to:

- Evidence from teacher observation and assessment.
- Standardised assessment screening.
- Their performance within Key Performance Indicators which are assessed termly.

- Monitoring information.
- Parental concerns.
- Student self-referral.

Some students, despite receiving differentiated learning opportunities, will still demonstrate one or more of the following areas of difficulty:

- Little or no progress is made even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Communication and interaction difficulties which result in little or no progress despite the provision of a differentiated curriculum.
- Sensory or physical difficulties which result in little or no progress despite the provision of specialist equipment.
- Persistent social, emotional and/or mental health difficulties, which are not ameliorated by strategies usually employed in the school.

If the Academy concludes, after consulting with parents/carers, that a student may need further support to help them progress a range of provision is considered.

Provision

When a student is identified as having a special educational need that requires additional support beyond high quality teaching, interventions are put in place to remove the barriers to learning.

Such interventions are part of a "graduated approach" as outlined in the SEND Code of Practice of 2014. This comprises a four part cycle of support: - Assess – Plan – Do – Review.

These interventions are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum. This intervention is described as **School Support.**

This support may involve one or more of the following strategies:

- The provision of small group interventions to support identified area of need
- The support of a Teaching Assistant (TA) in specified lessons.
- The support of an allocated keyworker.
- The provision of an alternative curriculum at KS4.
- The provision of different learning materials or special equipment.
- Access to LEA support services for advice.
- The support of external agencies as required/available.
- The undertaking of staff development and training aimed at raising awareness and utilizing more effective strategies.
- The provision of an access arrangement to support outcomes at public examinations.
- Inclusion on the school's Special Educational Needs (SEN) register
- A Student Information Sheet (SIS) is made available to all staff to share SEN information.

Overview of Support Interventions:

In class Teaching Assistant Support: Teaching Assistants (TAs) are allocated to be in specific lessons across the curriculum to support students on the SEN register. They support individual or small groups of students to access the curriculum and to aid learning.

Keyworker: A keyworker is a designated member of the ILS team who works closely with named students and will try to offer additional emotional and social support. The keyworker and student meet regularly to discuss any concerns. The keyworker also helps the student set and review targets for their Student Information Sheet (SIS).

Literacy Support: For students who have been identified as having reading or literacy difficulties, a range of strategies are offered. Some students may be withdrawn from selected lessons to work in a small group. Student's progress is monitored and updated regularly.

Lexia Programme: Some students will be placed on an online literacy programme called Lexia Reading Core5. This provides systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

Speech and Language Support: This intervention supports students who have been identified as having difficulty with both expressive and receptive language skills. The Lead TA with responsibility for Communication and Interaction Needs delivers support in small group withdrawn sessions or within the classroom setting. There is liaison with the speech and language therapy service and other outside agencies when appropriate.

Handwriting Support: This intervention is for selected students who have difficulty with the legibility and / or speed of their handwriting. The provision of a netbook to use in selected classes maybe an appropriate strategy for some students.

Effective Communications/ Social / Emotional Literacy group: This is course for students who have difficulty developing relationships and communicating socially with their peers and staff. It aims to improve the social and emotional development of pupils and help them to identify areas of strength and to build personal resilience. The Lead TA with responsibility for Social, Emotional and Mental Health difficulties delivers a programme to selected students within a small group. A course normally runs for a period of six weeks.

Homework Club: Homework club enables students of all abilities to work on their homework with Teaching Assistant support if required. It runs every day after school for one hour. On occasions students are directed to this club for help to complete outstanding homework / coursework.

Alternative Curriculum (Key Skills): For some Key Stage 4 students an alternative curriculum may be more appropriate for their needs. Key Skills is course for selected students who would benefit from support in their GCSE options and who need to develop basic literacy and numeracy skills. Some students may be offered a course at a local college with whom the school has links.

Student Information Sheet (SIS): If a student has been identified as being in need of School Support a Student Information Sheet is written. This provides information to teachers about students' needs and difficulties and suggests strategies to aid learning.

Access Arrangements: Access Arrangements are intended to allow attainment to be demonstrated and allow students to fulfil their potential in their GCSE exams. Students are identified according to their need and if, following additional assessment by a qualified assessor in school, required criteria is met, individual applications are made to the Joint Council for Qualifications (JCQ). If approved the access arrangement will be made available in school for assessments / examinations relating to the course syllabus.

Monitoring and Evaluation of student progress

Whatever the level of student's difficulties, it is important to know how far their learning needs are being met and whether they are making adequate progress.
Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of their peers.
- Matches or betters the student's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in student's behaviour.
- Demonstrates improvements in attendance.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.
- For students with an Education and Health Care Plan or Statement of Educational Need there is an Annual Review meeting that reviews the effectiveness and cost of the provision.

Staff Training

Each individual member of staff carries the professional responsibility of identifying ways in which all areas of learning may be experienced by every student. Shoreham Academy attaches a high priority to in-service training towards enhancing delivery of provision for special educational needs. Through training and support we seek to foster the commitment and expertise of all members of staff to offer learning strategies and a differentiated curriculum to meet the needs of all students. Whole staff in-service training sessions on matters relating to special educational needs are a feature of the Academy's INSET programme. The Inclusion managers constantly seek to deliver relevant training to teaching assistants alongside the whole school Continuing Professional Development (CPD) opportunities. Newly qualified teachers (NQTs) and tranches of initial teacher training (ITT) students also have extensive training to raise awareness and develop specific skills so that they are immediately able to provide support for SEN learners. Requests for training are particularly encouraged from subject departments anxious to provide additional special needs support among their own specialist teachers to supplement input from among the ILS Department. Staff are directed to attend courses that are relevant to their professional development.

Supporting Parents/Carers

At Shoreham Academy we aim:

- To develop positive and constructive relationships with parents.
- To accept and value the contribution of parents/carers and encourage participation in their child's education.

Key principles in communicating and working in partnership with parents/carers are as follows:

- To inform parents/carers when their child is first identified as having special educational needs.
- To seek parental permission before referring their child to an outside agency and undertaking any programme of support.
- To recognise that parents/carers need to be fully involved in any action taken by the school and understand the purpose of any intervention or programme of action.
- We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.
- To explain to parents/carers ways in which they can support the learning of their children.
- Parent/Carer Evenings. To be available for parents/carers in line with whole school Parent/Carer Evenings to discuss progress, Student Information Sheets (SIS) and any other concerns.

Transition from Year 6 to Year 7

The transfer from primary to secondary school is crucial time for all students, but may hold a particular challenge for a student with special educational needs.

In recognition of the importance of this move, Shoreham Academy has initiated the following transition programme to assist and ease the transfer process from primary to secondary school.

- There are regular Transition Forums led by the deputy with representatives from the feeder schools and key members of staff from Shoreham Academy.
- The ILS team meet individual SENCos from the feeder primary schools to discuss students who are on the SEN register and have been identified as being likely to experience difficulties at the time of transition. At these meetings information is shared and each student is discussed individually. A transition Student Information Sheet is produced which outlines main concerns and indicates any successful strategies that have been used in the primary schools.
- In addition to the whole year transition days which take place towards the end of the summer term, some students may be invited to visit the school for additional support and to meet ILS staff who will be supporting them in year 7.

Transition Post-16

- For students who have an EHCP / Statement of Special educational Need, a post-16 special needs advisor will attend their Annual Review meeting in Year 11**.**
- For students with SEND the ILS team will liaise with 6th form colleges and pass on relevant information.
- SEND students may be supported to research and apply for apprenticeships if appropriate.
- SEND students may be offered support to write a curriculum vitae.

Complaints Procedures

Initially all complaints from parents or carers about their child's provision is made to the Director of Inclusion who will follow this up with the relevant staff. However, if a parent or carer is not satisfied with the response given please see, the Complaints Policy

Who to contact regarding SEND

Governor – David Ashley

Director of Inclusion – Teresa Steponitis

SENCo – Jane Sharp

Assistant SENCo – Melanie Edwards