SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision across the 4 broad areas of need:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We will screen all year 7s and new starters for dyslexia, dyscalculia and assess their handwriting within the first 2 weeks of them joining the school. This is an attempt to identify need more rapidly, enabling quicker, more impactful interventions.

We assess, through a PASS assessment in year 7, and for all new starters, for potential SEMH needed. Other assessment comes from referrals by staff (who receive regular CPD about SEND) and, if problems are identified at home, through parents.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND - in the first instance, unless there is a clear argument for urgent action - a pupil will be placed on our monitoring list so the SEND team can observe them on 3 occasions, we can seek parent and pupil voice and monitor their academic progress across 6 weeks. After this point, the pupils will be placed on the SEND register if we recognise that they are in need of something additional to or different from their peers in order to achieve in line with them.

The SEND Code of Practice (2015) identifies 4 broad categories of special educational need that are:

1. Communication and Interaction
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and physical.

It should be noted that children do not fit neatly into any one category and our role as an academy is to identify each individual's needs following assessment processes that includes;

- teacher assessments;
- whole group/year assessments;
- individual diagnostic assessments and;
- Scrutiny of information provided by parents, schools and other professionals.

Outcomes from the assessment process will inform future planning around meeting individual needs where special educational need(s) and/or any other needs have been identified.

There may be some instances where a special educational need has not been identified but whereby other barriers to learning are evident that may have impact upon progress and attainment. In such circumstances academy processes and procedures will provide support.

For example, where;

- a disability does not constitute a special educational need but requires 'reasonable adjustments' to be put in place as required by Disability Equality legislation;
- poor attendance and punctuality are evident;
- there are concerns with health and welfare;
- a student has English as an additional language (EAL)
- a student is in receipt of Pupil Premium
- a student is a looked after child
- a child/young person is the son/daughter of a serviceman/woman

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This
will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupil Passports and Individual Support Plans
All students identified as having SEND will have a Pupil Passport and an Individual Support Plan, drafted by a key worker or class teacher in close liaison with the young person, their parents / carers, external agencies and other stakeholders.

These are reviewed three times per year (termly). If a student has an EHC Plan, one of the three reviews will include the Annual Review, which is reported back to the local authority.

Pupils and parents are involved in this review (parents will all receive a phone call and this review can happen at this point, or they can use this phone call to book in a meeting).

Through contacting the SEND team, parents are always welcome to book in additional meetings. We will also contact you if there is something we feel would be beneficial to discuss.

Support Waves
Children in the academy will get support that is specific to their individual needs. This may be all provided by
the class teacher, or may involve:

- Other staff in the academy such as Assistant Heads of Key Stage, Teaching Assistants, the Family Support Worker, Careers Support or the School Health Nurse.
- Staff who will visit the academy from the Local Authority central services such as the Educational Psychologist; Speech and Language Therapy; Hearing Impaired; Vision Impaired and the Complex Communication Team.
- Staff who visit from outside agencies such as CAMHS; Occupational Therapy and Speech and Language.

<u>Wave 1 Support (Supported by Adaptive Teaching/ Inclusive Classroom Practice)</u>

Teachers are responsible for meeting the needs of all students in their classroom. The Academy promotes high quality teaching that is managed by the classroom teacher and includes clear adaptive teaching for individual students who require such support with their learning.

Wave 1 provision will be facilitated through the use of a range of techniques, resources and strategies to achieve successful outcomes that can be clearly evidenced through student progress mapping.

When, through one of the previously mentioned SEND assessment processes flags that a pupil is not making progress in line with their peers, they will be monitored for SEND to see if they should move onto the SEND register (Wave 2).

Before moving to Wave 2, parents will be contacted by the SEND team to discuss their child's progress and the processes of assessment to be undertaken with a view to establish whether there is any identified special educational need(s). The outcomes of the assessment will be either:

i. the student remains at Wave 1 with further advice/support to staff to improve classroom provision or;
ii. the student moves on to Wave 2 level (following a 6-week period on the SEND monitoring list, in most cases)

It should be noted that a student will be only moved to Wave 2 where there is clear evidence to the SENCo/Inclusion manager through the referral system/process that Quality First Teaching and adaptive teaching is in place.

<u>Wave 2 Support (SEND Support)</u>
Pupil placed on the SEND Register. This includes Wave 1 provision with further adjustments of learning objectives, teaching styles, strategies and resources and interventions that are additional to or different from those received by the majority of pupils.

Time-limited intervention programmes are designed to get the student(s) back on track in areas of need.

These interventions will include more structured programmes to support the development of skills/learning and/or in class support.

All programmes will be measured against pre-agreed criteria/outcomes set within specific time-scales for evaluation purposes in line with the 'assess, plan, do, review' cycle.

Where a student who has been through intervention programmes at Wave 2 under the assess, plan, do, review cycle that has included the involvement of class teachers, SENCO, student and parents the following decision will be made at the end of each intervention:

1. The student has made significant progress and is back on track at nationally expected levels and requires no further additional intervention up and above Wave 1, the student's name will be removed from the SEND register following consultation with parents, or:
2. The student shows some progress but still requires ongoing intervention at Wave 2 or;
3. The student continues to make inadequate progress and is to be moved to the Wave 3 level of intervention and remains on the SEND list.

Wave 3 Support (SEN Support / EHCP)
Pupil is placed at the SEN Support Stage.

Later at this stage, an application for an EHCP may be considered. Following the evaluation at Wave 2, more in-depth assessment will be undertaken that may involve outside agency specialists.

Provision at Wave 3 will entail further adjustment of learning objectives, teaching styles, strategies and resources and /or the nature of support. In addition, the SEND team will develop a personalised programme for the student designed to provide more intensive support.

This will form the 'plan and do' part of the intervention process.

The student will remain on the SEND register.

Wave 3 intervention is to facilitate greater access to Waves 1 and 2. Where a student who has been through intervention programmes at Wave 2 under the assess, plan, do, review cycle that has included the involvement of the Keyworker, class teachers, SENCo, student and parents the following decision will be made at the end of each intervention:

1. Where the student makes significant progress at Wave 3, they will be moved to the Wave 2 intervention level where they will continue to be monitored and supported at that level through the set processes, or;
2. Wave 3 level of intervention is maintained where it is deemed through the assess, plan, do, review cycle that this level of support/intervention is required with continued monitoring and support or;
3. Whilst remaining at Wave 3 intervention level a request is made for a statutory assessment of need to the Local Authority. The outcomes of the assessment may result in:
    a. the authority's decision not to provide an Education Health Care Plan and the student remains at Wave 3 Level of intervention or;
    b. the student has an Education Health Care Plan written and in addition to the Wave 3 provision, additional directed support is put in place in line with the advice written in the plan. At this stage the student will continue to be monitored and supported at Wave 3 Level and in addition have a statutory annual review.

Exam Access Arrangements
Grace Academy Coventry adheres to the JCQ Access Arrangements guidance.

A range of bespoke access arrangements / adjustments are available for pupils with SEND and these are negotiated between the pupil, parent and SEND Team.
These include:

- Extra time
- Use of a reader or scribe

- Use of electronic devices: laptops or reading pens
- Rest breaks
- Quiet space
- Use of specialist equipment
- Modified papers

Access arrangements may be subject to testing of levels of competence by an outside agency, usually the Education Psychologist.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to if the transition is outgoing. We recognise that transition can be difficult for a child with SEND and take steps to ensure that this is as smooth as possible If your child is moving to another school. We will contact the SENCo and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on immediately.

In Years 6 -7:

The Academy runs a robust Transition Plan for SEND pupils which involves meetings with Primary Schools; visits by parents and pupils to the Academy; workshops and tours and bespoke provision for pupils with more complex needs.

The SEND Team works closely with the Key Stage Three team to ensure that legal transition guidance is adhered to, and that Grace Academy Coventry continues to develop best practice in this area.

When moving years in the Academy:

Information about your child will be shared with their new teachers.

If your child would be helped by a personalised plan for moving to another year, we will put this in place. The SENCo meets with the Key Stage Team to ensure they are clear on SEND support.

From year 9 onwards (for students with an EHCP)

Transition will be discussed as an integral part of your child's annual EHCP review. Plans for further education, training prospects, life goals and independent living will be explored. Appropriate strategies and applications to relevant support agencies can then be made according to individual requirements.

In Year 11:

Your child will meet with a careers worker to create a plan for their Post 16 education in Year 10. This support continues through to Year 11. The key worker is responsible for the paperwork for EHCP reviews.

Your child's Head of Year and tutor will support your child in finding a suitable course with Grace Academy Coventry at Post 16 or another provider.

Our approach to teaching pupils with SEN
Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions, where appropriate (although not an exhaustive list):

- Pupil Passports with strategies for support
- In-class LSA / HLTA support for students for whom this is appropriate
- Small groups or small group extraction
- Visual stress resources, for example, overlays and buff / colour paper
- Safe space during unstructured times
- After school clubs and interventions

The Academy aims to meet individual students' needs within the limits of a mainstream setting and therefore will aim to adapt our approach and provision in order to support the effective education of all students, including those with SEND.

Adaptations to the curriculum and learning environment
We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning
We have a learning support team, all of whom who are trained to deliver interventions such as:

- Literacy based intervention
- Numeracy based intervention
- Communication and Social Skills
- Social Stories
- Personal Safety sessions
- Emotional Literacy
- Motor Skills support

Teaching assistants will support pupils on a 1:1 basis when a child or young person's EHC Plan requires such provision, or as a short-term provision to reintegrate, follow graduated approach or respond to needs, as appropriate.

Teaching assistants will support pupils in small groups, where appropriate.
We work with the following agencies to provide support for pupils with SEN (not an exhaustive list):

- Local Authority SEND departments
- Educational Psychology
- Occupational Health
- School Health / Nursing
- Counselling and Mental Health support
- Alternative Provisions
- Exams Access Arrangement Assessors
- Complex Communications Team

Expertise and training of staff
Our SENCO has experience in this role and has worked as a classroom teacher, and within the pastoral team.
They are allocated time every week to manage SEN provision and supported by the SENCO.

We have a Learning Support team made up of Teaching Assistants and an Administrative Assistant and Ethos Team.

The SENCO, Learning Support team and Ethos Team plan and deliver regular training for all staff, including teachers on the effective provision of support. This includes, but is not exhaustive of:

- Effective use of LSAs in the classroom
- Strategies
- Broad Areas of Need and Identifying Needs
- Trauma and ACES
- Mental Health

We use specialist staff for assessing Exam Access Arrangements, in line with the JCQ Guidelines. We also access support from external providers including Educational Psychology and the Complex Communication Team to investigate and support SEND.

Securing equipment and facilities
Where a child or young person requires access to specialist equipment, the Academy will seek to provide or resource this, where appropriate.

It may be that this provision is funded by an EHC Plan or alternative provider.
The Academy provides resources for visual stress and dyslexia support to all students who may require it.

The SENCO will assess, supported by stakeholders, the need for specialist equipment and oversee the purchases needed to adapt to a child or young person's needs.

Evaluating the effectiveness of SEN provision
We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after a number of weeks dependent on the intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The Academy will seek to remove barriers to students' accessing activities.
All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents and any relevant healthcare professionals will be consulted.

Admissions:

Medical and Social grounds are third on the admissions criteria (following LAC/PLAC and siblings), and has to be agreed by the Principal / Associate Principal on a case-by-case basis.

The local authority will consult with the Academy over students with EHC Plans, and the Academy will respond to the consultation in the given timescales as to whether we are able to meet the needs of the student as set out in the plan effectively and without detriment to the effective education of others.

Disabled students:

The Academy will endeavour to remove all barriers to a positive Academy life for disabled pupils and ensure that nobody is treated less favourably than other pupils.

The Academy closely monitors reports of any bullying, conflict or cause for concern in relation to protected characteristics and takes serious action.

The Academy will have an Accessibility Plan in place to:

- support disabled pupils to access and participate in the curriculum
- improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Make all disabled pupils aware of your accessibility plans

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school councils
- Pupils with SEN are also encouraged to be part of lunch and after school clubs to promote teamwork/building friendships
- Students with SEMH needs are recognized on the SEND list and assigned a key worker and support
- The Academy has an Ethos Team with a focus on Mental Health support and wellbeing
- The Academy has staff trained in Mental Health First Aid

We have a zero-tolerance approach to bullying.

Working with other agencies

The Academy works closely with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

The Academy will seek to invite key stakeholder and organization to reviews, or at least seek their expert input into a support plan.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If the complaint or allegation is about a particular member of staff, it should be reported to the Principal /Deputy Head, in line with our other policies.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Coventry's Local Offer: https://www.coventry.gov.uk/sendlocaloffer

Coventry's Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) service provides free and impartial support to children and young people with Special Educational Needs and Disabilities (SEND), and their parents and carers.

Email: IASS@coventry.gov.uk

Tel: 024 7669 4307

Visit: https://www.coventry.gov.uk/iass

Address:
Limbrick Wood Centre
Thomas Naul Croft
Tile Hill
Coventry, CV4 9QX

EHC assessment team:

Email: SEN@coventry.gov.uk

Tel: 024 7683 1614

Address:
Friargate
Coventry
CV1 2GN

Contact details for raising concerns:

Designated Safeguarding Lead (DSL)	Lester Martin
Principal	Emily Wheller
Vice Principals	Kieron Brehon and Lisa Smith
Chair of Governors (link for safeguarding and SEND)	Richard Smith - Chair of Governors Kerry O'Grady - LGB link for Safeguarding and SEND
Deputy DSL	Lisa Smith
SENCo	Sandeep Kaur
Assistant Principal for SEND	Rebecca Wildman
Single Point of Contact (Preventing Radicalisation) (SPOC)	Lester Martin
Looked After Children Designated Teacher	Lester Martin
Senior Lead for Mental Health	Emily Williams

The local authority local offer
Our local authority's local offer is published here: https://www.coventry.gov.uk/sendlocaloffer