

THE ELIZABETHAN ACADEMY

SEND INFORMATION REPORT 2020-2021



The Elizabethan Academy is a mainstream comprehensive setting. We are fully committed to the provision of equal opportunity for all pupils, irrespective of their physical or academic abilities. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life. We offer a range of provision to support children with additional needs, ensuring their access to a broad, balanced and relevant curriculum.

At The Elizabethan Academy we will provide support for any young person with Special Educational Needs (SEN). This support falls within four primary areas:

- Cognition and Learning

Including dyslexia, dyspraxia, dyscalculia, moderate learning difficulties

- Communication and Interaction

Including Autistic Spectrum Disorder, Speech, Language and Communication difficulties

- Social, Emotional and Mental Health

Including ADHD, Attachment disorder, Anxiety, mental illness – depression, self-harm

- Sensory and physical needs

Including vision or hearing impairment, physical or mental impairments

The Learning Support Team is responsible for overseeing the inclusion of children with additional needs. The Director of SEND is Ms Dawn Ager who oversees the day to day running of the SEND policy, supported by Mrs Sally Wheatley, Assistant SENCo, and is line manager to a team of experienced Teaching Assistants who support our children and teachers.

How do we identify SEND and how do we support the children?

We identify the needs of pupils as early as possible by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school. The academy fully supports the SEN Code of Practice 2015, The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act 2014.

If you think your child may have special educational needs, you should contact the academy in the first instance and speak with the SENCo.

When children are being assessed for SEND, meetings with parents and other specialist teachers from external agencies, may be convened. The views of the child will also be sought. This ensures that everyone involved, including the child, can contribute and inform the outcome. If parents or carers would like to raise concerns, they can request an appointment with their child's tutor, Head of House or the SENCo.

If a child has been identified as having SEN and the school has taken relevant action to assess and meet the needs of the child, yet the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment. This process will involve the child, parents/carers and other professionals involved in supporting the child.

Children identified with SEND will receive support that is specific to their individual needs. Action will be taken to remove barriers to learning, support will be provided by the class teacher and may involve:

- Advice from the Academy's SENCo and other members of staff within the Academy.
- Staff from the Local Authority central services such as the Educational Psychologist and Specialist Teachers from the Schools and Families Specialist Services

All students at The Elizabethan Academy have access to:

- Quality first teaching which includes differentiation within the classroom • Dyslexia awareness • ASD awareness • ADHD awareness • Attachment awareness • Visual Timetable • Simple adaptation of communication • Reasonable environmental adaptations • Booster groups

Additional support for some students may include:

- Writing access materials • In class informal support • Group tracking and extended booster groups • Dyslexia screener • Dyscalculia screener • Parental meetings to discuss concerns • Progress tracking and monitoring

Targeted individual support may include all of the above strategies plus:

- Individualised differentiation (over and above usual teacher differentiation) • Outcome-focussed, directed use of Teaching Assistant time • Regular meetings as part of the provision assessment review • Extended use of groups or interventions with progress behind those of the same age. • Targeted group and outcome focussed Wave 3 interventions • Regular sustained access to a range of booster groups • Bespoke alternative provision for Social, Emotional and Mental Health • Targeted lunchtime or after school clubs • Withdrawal from some classes for supported work • Mentoring to support achievement • Mentoring to support behaviour • After school teaching • Specialist agency intervention • Tracking for 'Assess, Plan, Do, Review' • Extended supervision outside lesson time • Counselling • Off-site educational provision • Additional transition support including Summer School • Medical agency support • Support from the Educational Psychology Service or Schools and Family Support Service.

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff, teaching and support. We believe that all teachers are teachers of children with special educational needs. All teaching staff have a copy of the full Inclusion Register and additional SEND Support register, together with information on individual pupils' special educational needs to enable them to plan their lessons accordingly.

All pupils with SEN have access to a broad and balanced curriculum. Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well resourced. Pupils identified as requiring SEN Support will, where appropriate, be supported by a teaching assistant. We will ensure that all staff know and understand the needs of pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice and ensuring that pupils receive 'Quality First Teaching'.

How does the academy evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice for pupils on the SEND Support Register. For pupils on the Inclusion Register progress will be monitored via the use of Tracking reports and Parents' Consultation evenings and review days as published in the academy's calendar. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Director of SEND and SEND governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ feedback forms. This will be

collated and published by the governing body of the academy on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

Working with parents and students

The Elizabethan Academy believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parents' evenings and review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

We believe that children who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Pupils will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are encouraged to attend their review meetings. The Academy is a school environment where pupils feel safe to voice their opinions of their own needs. This means we will seek the views of the pupils and take them into account during the decision making process and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the student council.

Support for Transition

To facilitate the smooth transition for students with support needs both from feeder and non-feeder schools, there will also be, prior to admission:

- The attendance of a representative of the academy at Year 6 Annual Reviews for pupils with a Statement of Special Needs/Education Health Care Plan, where possible
- A transition programme co-ordinated by the Assistant Principal (Transition)
- The gathering of additional relevant information from the partner schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a summer school
- A timetable for transition planning for all students with SEN
- In the summer term there is a 'New Intake Evening' where prospective pupils meet their tutor. Pupils with special educational needs, together with their parents/carers, are also invited to talk to the Learning Support staff about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.
- Staff training may also have taken place where pupils with high level needs are to be admitted.

Pupils with special educational needs admitted to school, at times other than year 7 transitions, are carefully assessed as soon as possible following their admission, to ensure their needs are met.

The Elizabethan Academy aims to support transition at each stage from Year 7 to 13. Pupils' individual needs are planned for and supported using transition plans in Year 8, Year 9, Year 10 and Year 11. All pupils with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any pupil is used to plan provision and support a smooth transition. This includes transition to and from The Elizabethan Academy.

All pupils receive Information, Advice and guidance on Post 16 options and some SEND pupils are escorted on visits to local colleges and Post 16 centres.

Further information

What is the SEND Local Offer?

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN, and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies such as: the local authority, health services, schools, leisure services and the voluntary sector. The offer will advise parents and carers about what support they can expect from education, health and social care, for children aged between 0 and 25.

Our Local Offer is available to view by visiting the Nottinghamshire County Council website (www.nottinghamshire.sendlocaloffer.org.uk).

- More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/sen

- Information on the SEND Local Offer can be found at:
www.nottinghamshire.sendlocaloffer.org.uk

