

THE ELIZABETHAN ACADEMY

SEND INFORMATION REPORT 2021-2022



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.

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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

How does the Academy involve pupils and parents?

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

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.

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 SEND 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.

How does the academy assess and review student 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.

How does the Academy support pupils moving between phases and preparing for adulthood?

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 Learning Director (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 SEND
- 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 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. Students with EHCP's have a transition review early in year 11 or year 13 to ensure that future pathways are discussed and examined in detail, with next phase setting invited to the review.

The Elizabethan Academy approach to teaching pupils who have SEND:

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:

Dyslexia groups • Lego therapy groups • Touch typing • Speech and Language Therapy sessions • Individual and group ELSA sessions • Handwriting interventions • Fine motor skills interventions • Social Use of Language groups • Circle of Friends social skills groups • Bespoke Alternative Provision setting • Mental health support groups and 1:1 work

Adaptations to the curriculum and learning environment at the Academy

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating 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.
- Dyslexia awareness; ASD awareness; ADHD awareness; Attachment awareness
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, simple adaptation of communication.

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. All teaching staff have a copy of the SEND register, together with information on individual pupils' special educational needs to enable them to plan their lessons accordingly.

Additional support for some students may include:

We have a number of teaching assistants who are trained to deliver interventions such as Lego Therapy, SALT, SULP, Dyslexia strategies etc

Teaching assistants will support pupils on a 1:1 basis when it is a requirement of their EHCP or their SEND needs require intensive support

Teaching assistants will support pupils in small groups when they are in the Key Stage 3 nurture group setting or the Key Stage 4 Foundation Learning Pathway

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychology Service
- Schools and Families Specialist Services, including the Cognition and Learning Team; Communication and Interaction Team; Visual Impairment Team etc
- The Tackling Emerging Threats to Children (TETC) team

Staff Training and Expertise at the Academy

Our Director of SEND has 2 years' experience in this role, and was previously Head of House at the Academy. She has worked at the Academy since 2006. The Director of SEND is allocated 1 day a week to manage SEND provision.

Our Assistant SENDCo is responsible for Access Arrangement and Psychometric testing and is Qualified to Level 7 which enables her to test and assess for Examination Access Arrangements

We have a team of 11 teaching assistants, including an ELSA (Emotional Literacy Support Assistant) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Dyslexia awareness, ASD awareness, Supporting students with Downs Syndrome, Supporting students with Cognition and Learning needs.

The Academy approach to securing equipment and facilities

The academy works in conjunction with the Schools and Families Specialist Services to secure additional equipment and resources where appropriate and available

The academy has its own Alternative Provision. The provision is sited at Idle Valley Wildlife trust where there are a suite of rooms that students are based in.

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. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

Additionally students with EHCP's have a formal annual review where the student, parent, external professionals and ICDS are invited to attend and contribute.

How does the Academy enable pupils with SEND to engage in a full range of activities?

All pupils with SEND 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 SEND 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'.

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) including the year 7 High Adventure trip
- All pupils are encouraged to take part in sports day; school productions; expressive arts groups
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The Academy supports pupils with disabilities by initially gaining detailed information from parents, carers, previous setting and other professionals. If necessary a Health Care Plan will be put in place by the Student Health Co-ordinator after gaining all relevant information.

- Meetings are held prior to admission to formulate a Health Care plan, where necessary, and gain information to be disseminated to staff.
- Director of SEND liaises with staff to ensure that disabled students have equal access to non-disabled students in both curriculum and enrichment
- The school has lift facilities to ensure access to both floors, disabled toilets, specialist seating where advised by PDSS, assistive technology where necessary and appropriate
- The school's accessibility plan can be found on the school website alongside other school policies

How does the Academy support students Social and Emotional Development?

The SEN and Pastoral teams work closely to support our students with Social and Emotional needs. All students have access to speak with their Form Tutor, Senior Tutor, Head of House or a member of the Learning Support team if they have worries or concerns. Some students will have dedicated time to see a member of staff on a daily basis.

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 council
- Students with SEN can access the Inclusion base to work in a quiet environment
- ELSA (Emotional Literacy Support Assistants) are based in mainstream school and at the Idle Valley Alternative Provision setting
- The Key Stage 3 Nurture group supports students who struggle emotionally to transition from their Key Stage 2 primary setting
- Pupils with SEN are also encouraged to be part of lunchtime club to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying
- CASY counselling to support emotional health and wellbeing
- Restorative Justice trained staff member
- Designated Mental Health Lead in school and several staff trained in Mental Health First Aid

How does the Academy work with other agencies?

The academy works closely with a range of other bodies, including health and social care. This can come through referrals put in through the school, for example, to Healthy Families Team, Multi-Agency Safeguarding Hub, Learning Disabilities Nursing service. Other organisations will approach school if they are already working with the students.

The academy works with a range of Local Authority Virtual Schools to ensure the education provision for Looked After Children is meeting their needs.

The Schools and Families Specialist Services and Physical Disabilities Specialist Services can be allocated to support school with individual students following discussion at the termly Springboard meeting

Contact Details of support services for parents of pupils with SEND

- Ask Us (formerly the Parent Partnership) <https://askusnotts.org.uk/support/parents-and-carers>
 - A Place to Call our Own (Bassetlaw) <https://www.aptcoo.co.uk/aptcoo-in-bassetlaw>
- Global Mediation Service (to support in disagreements between parents and the Local Authority) sen@globalmediation.co.uk
- Integrated Childrens Disability Services (including links to initiate an EHCP assessment, PDSS, Health Related Education Team, Educational Psychology Team, Occupational Therapy and Short Breaks <https://www.nottinghamshire.gov.uk/education/services-for-schools-and-education-providers/additional-needs>)

How could you complain about the Academy's SEND provision?

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

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 academy 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 if you wish to raise a concern regarding SEND provision:

Director of SEND: Dawn Ager

Telephone: 01777 713700 ext 614

Email: agerd@elizabethan.notts.sch.uk

Assistant SENCo: Sally Wheatley

Telephone: 01777 713700 ext 630

Email: wheatleys@elizabethan.notts.sch.uk

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 SEND, 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 contribution to the 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

How is our Academy's SEND Information Report monitored?

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. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

What other Academy policies does the SEND Information Report make links with?

This Information Report links to our policies on:

- SEND Policy
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions