

# St Aldhelm's Academy

## Special Educational Needs and Disabilities (SEND) Information Report for Parents

Inclusion Contact details:

**Hayley Yarrow – SENDCO**

**Email:** HYarrow@staldhelms-academy.co.uk

**Telephone:** 01202 305183

**Brenda Hutchinson – Inclusion Manager**

**Email:** BHutchinson@staldhelms-academy.co.uk

**Telephone:** 01202 305174

**Elizabeth MacLure – Assistant Inclusion Manager**

**Email:** EMacLure@staldhelms-academy.co.uk

**Telephone:** 01202 305174

St Aldhelm's Academy is a mainstream secondary Academy for 11—18 year old students covering Key Stage 3, 4 and 5.

The St Aldhelm's Academy SEND Information report for parents lets you understand how we support all young people with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential, to be included fully within all aspects of the Academy community and to make successful key transitions from KS2 and through all key stages in the Academy into adulthood.

The SEND Information report for parents is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. St Aldhelm's Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

St Aldhelm's Academy is committed to working with Academy staff, students, parents and appropriate external agencies in the assessment and review of students. An inclusion register of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCo).

St Aldhelm's SEND information report (Local Offer) identifies provision the Academy offers for SEND students and accessibility for disabled students.

# Identifying Students with Difficulties

## **Inclusion Register**

All students within the Academy are on our Inclusion Register which is regularly updated and accessed by all staff within the Academy. The Inclusion Register identifies if students have any additional needs, this includes; students with learning difficulties (e.g. Dyslexia, Dyscalculia), Looked After Children (LAC), English as Additional Language (EAL), Exam Support, Vulnerable. The Inclusion Register outlines how to support students with these difficulties through Quality First Teaching.

We are committed to early identification and monitoring of Special Educational Needs and Disabilities and adopt a graduated four part cycle to meeting the needs of our students in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review.

## **Students identified as SEND are either:**

**SEND support** – Where students are identified as requiring support/interventions additional to high quality teaching and differentiation. These students will be identified on the SEND section of the Inclusion register by a code of K and where appropriate strategies of support will be provided through a Student Information Passport.

**Education, Health and Care Plans (EHCP)** — The purpose of an ECHP is to make special educational provision to meet the Special Educational Needs of the student to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. These are replacing the old 'Statement' process.

## **The 4 Areas of Need:**

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

## **Ways to Identify difficulties**

- Transition work and meetings with Primary Schools
- Consultation with staff, parents and students
- Baselines assessments, Cognitive Abilities Tests (CATs), Reading and Spelling assessments
- Liaison with Parents/Carers
- Teacher assessments
- Teacher referrals for additional assessments following concerns
- Poole Early Help Assessment (PEHA)

# Assess -> Plan -> Do -> Review

## Assess

If the previously mentioned ways to identify difficulties suggest that the learner is not making expected progress despite high quality teaching, the class teacher will consult with the SENDCO through **stage 1** of the protocol for Teacher Identification of a Student Concern (TISC) referral form.

**Stage 2** of TISC involves the SENDCO completing part 2 on the SEN Support referral form reviewing the provision in place for the student and the potential need for further assessments.

## Plan

If a student is not making enough progress, teachers, SENDCo and parents will work together to solve the problems. This leads to **stage 3** of TISC where a concern form is sent out by a member of the Inclusion team to all teachers of the student in question. This is so that the Academy can ascertain if the areas of concern are across other subjects.

**Stage 4** SENDCo collates all the feedback from the concern forms and plans the next steps. These may be further interventions or referrals to outside agencies but will mostly lead to the completion of a Student Information Passport. This will be written by the SENDCo/ teacher / Inclusion Assistant / Head of Year in consultation with the student, parents, carers and other teachers when appropriate. The student may then be placed at SEND Support level (K) on the inclusion Register if additional interventions are needed and parents are informed of this.

## Do

**Stage 5** is the quality of teaching for students with SEND, and the progress made by students, is a core part of the Academy's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the responsibility of teachers to use the Student Information Passport and ensure they use the strategies and information to inform their planning and teaching. Identified interventions will be put in place by teacher / tutor / Head of Year / Head of Faculty / Achievement Co-Ordinator / Inclusion Manager / Assistant Inclusion Manager / SENDCo.

Staff are offered relevant opportunities for training in Special Educational Needs and Disabilities.

## Review

Interventions will be reviewed termly by teacher / tutor / Head of Year / Head of Faculty / Achievement Co-Ordinator / Inclusion Manager / Assistant Inclusion Manager / SENDCo. Student Information Passport/ Medical Information Passports will be reviewed. Evidence of progress will come from termly assessments which feed into Sims Progress Tracker.

If, despite significant intervention at SEN Support level, and if the Academy has evidence that a student is making insufficient progress, we may seek further advice and support from outside professionals. Students and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

## Quality First Teaching — In Class Support

**High quality teaching** that is differentiated and personalised will meet the individual needs of the majority of students. The quality of teaching for students and the progress made by students, is a core part of the Academy's teaching and learning standards.

This is **High quality teaching** – differentiating for individual students is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from IA's (Inclusion Assistants / Teaching Assistants) or additional interventions.

When planning, teachers will set high expectations and provide opportunities for all students to achieve.

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals.

Where needed additional support maybe provided in class by Inclusion Assistants (Teaching Assistants).

Teachers will use strategies identified on the Student Information Passports to help with differentiation and teaching

## Additional Support and Interventions

**Some students may require additional support depending on their needs.**

**Interventions may include:**

- Reading intervention—Yes We Can Read
- Reading Intervention—Accelerated Reader
- Reading Intervention—Reading Plus
- Learning Linked Conferences
- Speech and Language Support
- EAL support
- Social Emotional Aspects of Learning (SEAL) intervention
- School Nurse
- Inclusion referral Process
- Pastoral Inclusion Assistant support
- Time Out Card
- Screening for Dyslexia / Dyscalculia
- Exam Access Arrangements
- Personalised Curriculum
- Career advisory
- Mentoring by a specific member of staff
- Family Liaison Officer intervention
- SENDCO intervention
- Inclusion Manager intervention
- After school homework club
- Breakfast club

**Student Information Passports (SIPs) /**

**Medical Information Passports (MIPs)** are written and shared with staff through the inclusion register. They identify:

- Areas of need,
- Strengths
- Most importantly strategies of support to be used to support students.

Teachers use these SIPs/MIPs to plan, differentiate for and assess students with SEND.

**Inclusion Assistants (Teaching Assistants)**

The Academies Inclusion Assistants support students with SEND. The IAs work collaboratively with teachers to support students on an individual, group or whole class basis.

Allocation of IA's in class is based on student need and entitlement. Priority is given to support students with an EHCP / Statement and core subjects.

IA works under the direction of a teacher, the teacher has ultimate responsibility for the student's learning.

**During assessment of a student a referral may be made to an external agency requesting additional and / or further assessment. Referrals can be made to:**

- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Pediatrician
- SENISS (SEN Inclusion Support Service)
- Children and Young People Social Care (CYPSC)
- Child and Adolescent Mental Health (CAMHS)
- Safer Schools Community Team
- Youth Support Worker (Targeted Services Team)

**Other Services we work in collaboration with :**

- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy

## Support for Students and Parents/ Carers

St Aldhelm's Academy works in partnership with students and their parents / carers to help and support their learning both in and out of the Academy.

Students and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the students is at the centre of the process, discussing with the SENDCO and / or class teacher what support is needed.

Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

Teachers report on student progress on a six weekly basis providing information on current attainment levels.

### **Post 16 Provision:**

All students are able to opt for subjects they would like to take at GCSE with the guidance of their tutor, Head of Year and the Academies Careers Advisor.

Students are fully supported during the transition to post 16 education through their Head of Year and the Academies Careers Advisor.

The Academy is fully accessible to all individuals:

- Lifts
- Adjustable working areas available where needed
- Open plan and disabled toilets

The Academy currently has 25.9% SEND (October 2015)