



SEN Information Report September 2018

Improving Education Together.



Academy Transformation Trust's Offer on Special Educational Needs and Disability.

Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential

We believe that:

- all children deserve a first-class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and

monitor the progress of all students. ATT recognizes that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

SPECIAL EDUCATIONAL NEEDS Information Report

Ravens Academy, Clacton on Sea

Local authorities are required to set out and publish a 'local offer'.

This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

Vision statement:

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

What kind of Special Educational Needs [SEN] are provided for?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision **different from or additional to** that normally available to pupils of the same age.

- Special educational needs and provision can be considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and / or physical

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

- Baseline tests – reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / gut instinct
- Parent information concerns
- Tracking progress through intervention groups
- DC Pro analysis
- Phonics screening
- Speech and language screen

- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Working memory assessments
- Provision guidance banding descriptors
- Pre-school assessments and liaisons between settings
- Therapist assessments e.g. speech and language, occupational therapy
- If children come into school with a EHCP, statement or medical diagnosis already in place

Who is responsible for the Special Educational Needs provision in school?

- The Senco is Mrs E Rendall
- The governor responsible for SEN is Mr Steve Clark
- The family support coordinator is Mrs E Rendall

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

- *Formal – These may include:*
 - Parent consultation meetings
 - Termly review meetings (One plan/EHCP)
 - Parent views
 - Annual reviews for children with a statement / EHC plan
 - Invite parents in to meet with professionals
- *Informal – These may include:*
 - Informal discussion with staff
 - Home - school books
 - E-mails
 - Text messages
 - Phone calls

What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

These include:

- One page profile

- One Plan (What is working well/what is not working)
- My views document (LAC and Annual Review)
- Conversation with staff
- Progress reviews
- School Council
- Discussion with professionals working with the child

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

These include:

- Progress reviews (based on half termly data)
- Range of assessments in school and by outside agencies
- Pupil views
- Parent views
- Pupil progress meetings / school tracking systems
- Observations

What arrangements are there for supporting children and young people in moving between phases of education?

These include:

- *Pre-school to Foundation*
 - Home visits
 - Nursery/Pre-school/Child-minder visits
 - Welcome meetings and booklet
 - School tours
 - Transition visits
 - Transition programme
 - Photo books
 - Liaison with pre-school SENCo
- *Foundation to Key Stage 1*
 - Transition programme
 - Welcome meetings to set out expectations (Meet the Teacher)
 - Key Stage 1 teachers to visit Foundation children
 - Joint moderation and hand over meeting

- *Key Stage 1 – Key Stage 2*
 - As above plus:
 - Transition visits
 - Liaison with SENCO

- *Key Stage 2 – Key Stage 3*
 - As above plus
 - Extra visits to secondary schools
 - Parents encouraged to visit a range of secondary schools to ascertain appropriate secondary provision for their child
 - Staff supported visits if needed
 - Support for parents when visiting secondary schools if needed
 - Open Days and Taster Days
 - Year 7 children to visit to share their experiences
 - Secondary SENCo to visit children in primary school and attend reviews where possible
 - Year 5 annual reviews
 - Transition Books if needed
 - Additional transition meetings as necessary

- *Moving between schools*
 - Liaison between the SENCOs
 - Paperwork to be forwarded as soon as possible
 - If children are from out of county, EHCP to be re-written into the Essex Format
 - Meeting with the parent and child
 - Visit to school

In addition some children may have the following:

- Team Around the Child (TAC), Team Around the Family (TAF), Child In Need (CIN), Child Protection (CP) meetings where appropriate
- Children In Care (CIC) and Personal Educational Plan (PEP) meetings where appropriate
- Transition overseen by Specialist Teacher or Statutory Assessment Service

What is the approach to teaching children and young people with Special Educational Needs?

- **‘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 specialist staff’ [Code of Practice; June 2014: 6.36]
- Graduated approach linked to assess, plan, do, review
- Quality First Teaching / SEN Support / Education, Health and Care Plan
- Provision which is ‘additional to and different from’
- Relevant research based intervention programmes linked with provision guidance
- Taking account of recommendations from specialist outside agencies

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

- Changes and adaptations to the physical environment
- Use of assistive technology
- Visual timetables
- Advice taken from professionals
- Specialist resources
- Playtime provision
- Parental suggestions
- Pupil suggestions

- Please see the following documents:
 - Disability Policy
 - Accessibility Plan
 - Equality Policy
 - Intimate Care Policy
 - Health Care Plan

What expertise and training do staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?

- Our SENCo is a qualified teacher with additional qualifications in SEND
- Our SENCO attends half termly update meetings and cluster groups
- All staff have received training relating to SEN

- All staff will receive specialist training when required and available
- All staff will be involved in working with the Specialist Teacher team when appropriate
- Attend various training programmes organised by the local authority or other professionals

In addition staff may have access to the following:

- Specialist Teacher advice
- Educational Psychologist advice
- Speech and Language Therapist advice
- Occupational Therapist advice
- Physiotherapist advice
- Advice from Child and Adolescent Mental Health Service
- Play Therapist support
- Art Therapist support
- Home / school liaison worker
- Outreach support
- Support workers
- Counsellor
- SENCo update meetings and specific training
- School Nurse

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

- Raise Online
- Fischer Family Trust [FFT]
- DC Pro tracking system
- P scales
- End of Key Stage statements/EYFSP/Phonics screening test
- Intervention reviews
- Annual Reviews
- Pupil Progress Meetings

- Parent Views
- Child views
- Teacher reports
- Ofsted
- Annual school reports
- Exit assessments for interventions
- Ongoing informal assessment

How are children and young people with Special Educational Needs enabled to engage in activities available, with children and young people in the school who do not have Special Educational Needs?

- **Quality First Teaching**
- **Appropriate differentiation**
- Inclusion in activities / curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to after school clubs
- Social skills music group (Reception 2017 – 2018)
- Support for school residential and trips as needed
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum under the advice of professionals
- Life skills eg. swimming
- Enrichment activities
- School council

What support is there for improving emotional and social development?

- Family support groups
- Family support individual work
- Family liaison worker
- Parent groups
- Nurture groups
- Dojo behaviour system
- EWHMS

- Gym trail
- Pupil surveys
- Enrichment days
- School council
- Social and Emotional Aspects of Learning [SEAL]
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Smart Thinking with support from behaviour support
- Access to the GROW project

How does the school involve other bodies, including health and social care professionals, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Invites to EHCP/Annual Review meetings
- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - Child and Adolescent Mental Health Service [CAMHS]
 - Speech And Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]
 - Occupational Therapist [OT]
 - Family Solutions
 - Early Youth Offending Service
 - The Junction
 - Young Carers
- Family Support to include signposting to:
 - Families In Focus
 - Parent Partnership

- MAZE parenting programmes
- MEND
- CHIMPS
- And various other local support groups

Please see the Local Authority Offer for details:

www.essexlocaloffer.org.uk

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

- Please refer to the school's complaints policy

Summary

- All of the information here applies to children with Special Educational Needs
- This information should be read alongside the information provided by the local authority.