

East Leake Academy

SEND Information Report



1. What is Special Educational Needs and Disability?

In September 2014, the Department for Education published a new Special Educational Needs and Disability Code of Practice:0-25 years. The Code of Practice identifies four main areas of need: communication and interaction; cognition and learning; social, emotional and mental health needs and sensory and/or physical needs.

A student is identified as having a Special Educational Need when his or her learning needs requires additional special educational provision to enable academic, social and emotional progress.

This may be identified with progress which:

- Is significantly behind that of their peers starting from the same baseline
- Fails to close the attainment gap between the individual and their peers
- Widens the attainment gap.
- Does not match or improve previous rates of progress.

2. What is the provision for SEND at East Leake Academy?

East Leake Academy is an inclusive school where everyone is made to feel welcome and supported to overcome any barriers to academic, social and emotional progress. Our academy vision sets out to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils and staff equally, reducing barriers to learning and providing the required support so that all students feel able to participate. East Leake Academy recognises special educational needs identified by the SEND Code of Practice.

3. How do staff at East Leake Academy know if a pupil needs extra help?

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, educators, health and care services and through transition from feeder schools or early year settings. Where needs have not been previously identified, staff have an obligation to report their concerns and observations to the SENCo (Special Educational Needs Co-ordinator).

Staff also monitor the progress of all pupils in order to aid the identification of pupils with SEND by carrying out termly progress checkers. Continuous monitoring of those pupils with SEND by their teachers will help to ensure they are able to reach their full potential. Regular faculty meetings and inclusion meetings are held across the curriculum giving staff an overview of the rate or progress and to discuss any concerns raised. These concerns are then recorded and monitored using the assess, plan, do and review cycle.



4. How is the effectiveness of the provision evaluated at East Leake Academy?

In order to make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The Enhanced Learning Faculty offer an 'Open Door' policy where parents can access the SENCo or Deputy Head of Faculty regularly without making an appointment. Further feedback from parents can be given at any time through email contact and through the use of transition, open and parents evenings.

5. How will both school staff and parents know how individual pupils are doing?

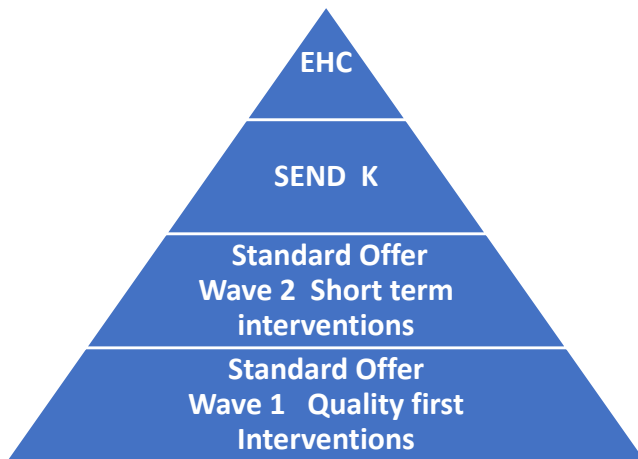
Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as having SEND, they will be closely monitored by staff in order to assess their level of learning and possible barriers. The following actions will then be taken to ensure pupils are fully supported within East Leake Academy:

- As part of the graduated response as set out in the Code of Practice, subject teachers will take steps to provide differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and learning style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are also encouraged to share information and queries with the school.
- The pupil is monitored if a concern is raised by a parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents and carers and within faculty/inclusion meetings. Provision is recorded to aid further support if required and for future reference.

- Pupil progress meetings, academic tutorials, key worker meetings and parent evenings are used to monitor and assess the progress being made by pupils. The frequency of these meetings is dependent on individual progress and need.

6. What is the Academy's approach to teaching pupils with SEND?

If a pupil is identified as needing additional support and added to the SEND register it will be through a graduated approach and based on individual needs as defined by the identification and assessment procedure (Q3). The nature of support will vary depending on the individual need of the pupil however it will follow the pathway of the graduated response approach as outlined in the SEND Code of Practice. Pupils will have access to the interventions described in the East Leake Academy SEND Offer depending on the need of the individual.



7. How will the curriculum be matched to a young person's needs?

In class provision and support will be deployed to ensure that the curriculum is differentiated where necessary utilising quality teach first strategies. Individual or group tuition will also be made available where it is felt that pupils would benefit from this provision. As part of the assess, plan, do and review cycle, individual targets that motivate pupils will be set in partnership with parents to motivate pupils to do their best and to celebrate achievements at all levels.

8. How are decisions made about the type of support a young person receives?

Once a student has been identified as required additional support, the SENCo and subject teacher should agree in consultation with parental input the adjustments, interventions and support to be put in place. Targets should be put in place to assess the expected impact on progress, development or behaviour with a clear date of review (SMART targets).

For pupils with more complex needs, additional funding (HLN or High-Level Needs) is retained by the local authority. This is accessed through the Family of Schools. The

Family SENCo will refer individual applications to a multi-agency panel which is administered by the Local Authority, who will then determine the level and complexity of need meets the threshold for this funding. The Local Authority may also be consulted to request a statutory assessment for an EHC Plan to be put in place. Parents will be fully informed of any changes with identified level of need throughout the process and input will be required from home to fully understand the challenges a young person may experience.

9. How will pupils with SEND be included in wider school activities?

As an inclusive school, every effort is made through the work of the Pastoral Team to ensure that all pupils are encouraged and feel able to participate in all activities offered as enrichment opportunities outside of the classroom. Pupils are considered on an individual basis according to their needs and support is provided appropriately.

10. Is there any support for an individual pupils' health and wellbeing?

Each pupil is assigned a house on entry to East Leake Academy and through this a wide range of emotional support is available from Heads of Houses and form tutors. This enables a pupil to feel safe and secure within school. Tutor time also provides an opportunity each day for pupils to touch base with their tutor/mentor and discuss any concerns. This support feeds into the overall Inclusion Team where further guidance can be found. The Academy also has a Student Support Counsellor and access to a school nurse who both take referrals from the Inclusion Team. Pupils can also make appointments or request to speak to the Student Support Counsellor at any time.

11. The Special Educational Needs Co-Ordinator at East Leake Academy is:

SENCo	Mr R Jones	rjones@eastleake-ac.org.uk
Deputy Head of Faculty	Mrs C Mead	cmead@eastleake-ac.org.uk

Responsible for:

- The development of the SEND policy and provision in the academy
- Day to day responsibility for the implementation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Providing guidance to colleagues and to work closely with staff, parents, pupils and outside agencies to best support pupils with SEN or a disability.
- Maintaining an up-to-date and accurate SEN register and making sure that the plan, assess, do and review cycle is implemented to enable accurate record keeping.

12. What training have support staff supporting SEND had?

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. As well as having updates through the use of INSET days and external training sessions, staff have access to a wide range of CPD including courses delivered online by Educare. Where specific training is needed to meet the needs of individuals, staff are brought together and supported appropriately with resources, behaviour strategies and places to develop their own understanding.

13. What specialist services are accessed by the school?

East Leake Academy receives further support from School and Families Specialist Service (various services), Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), MASH and Bridget Thornhill – Family of Schools Dyslexia Specialist.

14. How accessible is the school setting?

The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access, disabled toilets and lifts. Three classrooms are allocated to form the Enhanced Learning Faculty for pupils with SEND to access.

15. What are the arrangements for consulting pupils and parents of pupils with SEND?

If an assessment or referral indicates that a pupil has additional learning need, 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 with on any points of actions regarding their child. By fostering strong links between home and school, a working relationship can provide a secure base for the development of every individual.

Pupils are also encouraged to take an active role in their learning by way of regular progress checks across all subjects. Pupils with SEND will have individual pupil profiles in order to inform staff of any particular strategies that help towards success and achievement. Pupils take part in providing the information that is given to staff and this is reviewed and added to where appropriate.

16. Who to contact if you have a complaint?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENCo, Deputy Heads of Faculty or a member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaint if necessary.

17. How does the governing body involve other organisations and services?

The SENCo attends Governors meetings on an annual basis to ensure recent developments within SEND are shared. We have a link governor who meets with the SENCo to ensure the academy is legally compliant and fully supported. Reference is made to the local offer in all parental meetings and is linked to the website.

18. How does the Academy prepare pupils for transition?

If a student with SEND joins as a mid-year transfer, close liaison with the SENCo and designated lead will ensure that any needs are met and facilitate a smooth transfer.

The transition leader will also liaise with feeder primary schools. If your child has any SEND then they will be referred to the Enhanced Learning Faculty. The SENCo will meet with the SENCos of primary feeder to ensure that information sharing is clear and comprehensive.

A transition programme for the full cohort is offered at the end of the summer term, with additional parent/ student parent's evenings to support the move. Liaison with Primary

School Colleagues identifies those pupils with SEND who may find the transition to Secondary Education particularly challenging. Additional support may be put in place to further support this transition if appropriate.

Enhanced support into post 16 placements/ apprenticeships etc. Bespoke interventions supporting transition in to KS5 are also available.

Mr R Jones

SENCo

April 2018