



**EAST LEAKE**  
— ACADEMY —

## **East Leake Academy**

SEND Information Report – Updated November 2020

The information included in this report describes the East Leake Academy core offer for students with Special Educational Needs and Disabilities (SEND). We welcome your feedback and involvement in the review of our offer, so please contact us if you would like to discuss anything within the report.

The people to contact for the 2020/21 academic year are below:

Robbie Jones – SENCO

Blake Francis – Academy Principal

### **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 can **ACHIEVE** their full potential. Our inclusive ethos aims to encourage all students 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. All staff and students are expected to embrace our core values of:

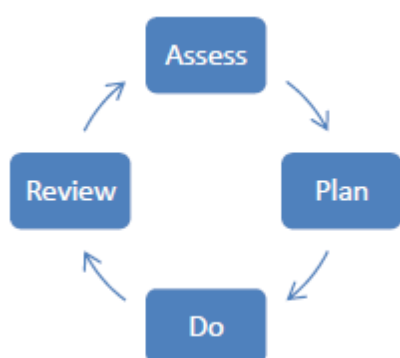


- Teamwork
- Commitment
- Growth
- Respect

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

Staff members seek to identify the needs of students 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 students in order to aid the identification of students with SEND by carrying out termly progress checkers. Continuous monitoring of those students 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. A fortnightly Inclusion Surgery is also held with members of the Inclusion Team and teaching staff so students can be discussed, and appropriate plans put in place. Staff also have access to a referral form system where students can be raised as a concern where high quality teaching strategies have had no positive impact.



### 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 students during the academic year.



Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The Inclusion Faculty offer an 'Open Door' policy where parents can access the SENCo regularly without making an appointment. Further feedback from parents can be given at any time through email contact and using transition, open and parents' evenings. The Academy holds SEN review meetings three times a year for those students identified as needing support above the standard curriculum offer and targets are set in collaboration with parents and students (where appropriate).

#### **5. How will both school staff and parents know how individual students are doing?**

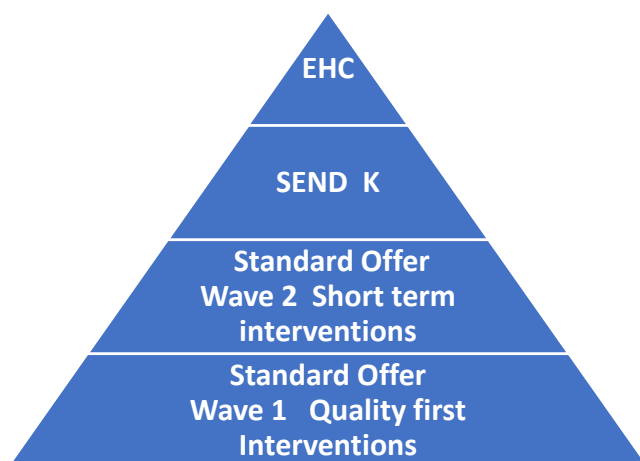
Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a student has been identified as having SEND, they will be closely monitored by staff in order to assess their level of learning and possible barriers. The following actions will then be taken to ensure students 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 student'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 student 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 student is monitored if a concern is raised by a parent or teacher, but this does not automatically place the student on the school's inclusion 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.
- Student progress meetings, academic tutorials, key worker meetings and parent evenings are used to monitor and assess the progress being made by students. The frequency of these meetings is dependent on individual progress and need.

#### **6. What is the Academy's approach to teaching students with SEND?**



If a student is identified as needing additional support and added to the inclusion 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 student however it will follow the pathway of the graduated response approach as outlined in the SEND Code of Practice. Students 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 students would benefit from this provision. As part of the assess, plan, do and review cycle, individual targets that motivate students will be set in partnership with parents to motivate students 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 students with more complex needs, additional funding (HLN or AFN) 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 students 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 students are encouraged and feel able to participate in all activities offered as enrichment opportunities outside of the classroom. Students are considered on an individual basis according to their needs and support is provided appropriately.

**10. Is there any support for an individual student's health and wellbeing?**

Each student 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 student to feel safe and secure within school. Tutor time also provides an opportunity each day for students 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. Students 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](mailto:rjones@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 students with SEND.
- Providing guidance to colleagues and to work closely with staff, parents, students and outside agencies to best support students 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 students with SEND. As well as having updates using 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), Early Help support, Healthy Family Teams and Positive Futures. Further support will be requested as appropriate to an individual's needs.

### **14. How accessible is the school setting?**

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

### **15. What are the arrangements for consulting students and parents of students with SEND?**

If an assessment or referral indicates that a student has additional learning need, the parents and the student 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.

Students are also encouraged to take an active role in their learning by way of regular progress checks across all subjects. Students with SEND will have individual student profiles in order to inform staff of any particular strategies that help towards success and achievement. Students 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.



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**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 students 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 Inclusion 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 students 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

November 2020