



East Leake Academy SEND Information Report – 2021/22

East Leake Academy is a highly inclusive school, one which promotes equality and plans for inclusivity in each and every aspect of academy life. All members of staff understand the additional challenges faced by students with special educational needs and/or disability, and work towards alleviating barriers to learning to provide every student the opportunity to achieve their potential, both inside school and into adulthood. All teaching staff acknowledge they are teachers of SEND and actively work towards reducing educational inequality through the provision of a broad, challenging and inclusive curriculum and the teaching and learning strategies set out in this report.

What is SEND (Special Educational Needs and Disabilities)?

A student is identified as having a Special Educational Need when his or her learning requires additional provision to ensure progress. East Leake Academy provide support for each of the following four categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Medical

Each staff member is made aware of the individual needs of students with SEND, and advised on how to adapt teaching and learning to support those needs. This is achieved through gathering information from parents/carers, educators, transition and feeder schools, and health and care services. Staff monitor the progress of all students to ensure the support strategies in place are successfully facilitating progress. Regular faculty meetings are held across subjects and within the Inclusion team, giving staff the opportunity to share best practice, support for individual students, and to raise any concerns.

Whilst schools cannot formally diagnose a special educational need and/or disability, members of staff are encouraged to identify traits that may indicate SEND and refer students to the SENCo as early as possible. Contact is then made with parents/carers and a plan for support put into place. Where necessary, parents/carers may be encouraged to seek additional support, and the school can advise and assist in referral processes where appropriate. The school work collaboratively with parents/carers, health and social care, local authorities and education specialists in order to maximise our support for students with SEND and ensure each individual is able to reach their full potential.

How will the school support my child?

A graduated approach is taken to supporting SEND students: Wave 1 – Quality First provision for all students across the academy; Wave 2 – short-term interventions; and Wave 3 – individual provision. The Assess, Plan, Do, Review system is in place for all students, and classroom teachers understand their role within this.

Assess: Student needs are identified through assessment against given criteria.

Plan: A plan for meeting the student's needs is developed by the member(s) of staff supporting the student, with set targets to measure and track progress.

Do: The plan is carried out for an agreed period.

Review: The impact of the plan is reviewed against the set targets.

To support students in each of the four areas of need, East Leake Academy provide and deliver the following:

- Quality First Teaching;
- A broad and inclusive curriculum;
- Differentiation of teaching and learning;
- Adapted lesson resources;
- Bespoke learning support plans;
- Access materials;
- Dyslexia screening;
- Additional support from Teaching Assistants;
- Exam Access Arrangements (where appropriate and permitted);
- Close, collaborative approach to SEND support between teaching and support staff, pastoral leads and the SENCo;
- Continued Professional Development in SEND for staff;
- Additional pastoral support, including behaviour support staff;
- Additional transition support for Year 6 students and those new to the Academy;
- Anxiety workshops;
- ARNA provision;
- Advice for parents/carers and referrals to outside agencies.

How will staff and parents/carers know how individual students are progressing?

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 kept fully informed 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/carers and within faculty/inclusion meetings. Provision is recorded to aid further support if required and for future reference.
- Student progress meetings, meetings with key workers, 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.

The student is at the heart of the provision planned and delivered to them, and as such are involved throughout the process in order to ensure they receive the most effective support. Where appropriate, students are encouraged to attend meetings to discuss progress and gather their views, including any concerns they may have.

How will students with SEND be included in wider school activities?

As a school, we endeavour to ensure that all students feel able to participate in the enrichment activities and clubs offered outside of the classroom. Every student is encouraged to partake in all areas of academy life, and supported where necessary. The inclusion and pastoral teams work collaboratively to ensure students with SEND are able to do so.

What if my child cannot access Mainstream Education within the Academy?

This is taken with serious consideration and only after all of the above strategies have been put in place. The school have two alternative provision units, their suitability dependent on the needs of the student.

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. Health and safety assessments are carried out for all new students with sensory conditions.

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, Heads of Year, or a member of the Senior Leadership Team, who will be able to offer advice on formal procedures for complaint if necessary.

This report works in compliance with:

The Equality Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

SEND Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The SEND Diverse Academies policy can be found on our Trust website:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Special-EducationalNeeds-and-Disabilities.pdf>

The Special Educational Needs Coordinator for East Leake Academy is:

SENCo Miss Harriet Wood hwood@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.

Updated November 2021

Next update November 2022