

# SEND Information Report – East Leake Academy

Edition – 2023-24

## **East Leake Academy SEND Information Report – 2023-24**

East Leake Academy is an inclusive school that promotes equality and inclusivity in every aspect of academy life.

All members of staff appreciate the additional challenges faced by students with special educational needs and/or disabilities, and are committed to alleviating barriers to learning to provide every student the opportunity to achieve their potential, both inside school and into adulthood.

All teaching staff understand they are teachers of SEND and actively work towards reducing educational inequality through the delivery of a broad, balanced and inclusive curriculum.

Inclusion across East Leake Academy is intrinsically linked with our values of “we empower, we respect, and we care” and our culture of support and respect for one another.

We take a person-centred approach to our support of students with SEND, whereby students and parents are fully involved in the implementation of their provision.

### **What is SEN?**

A student is identified as having SEN (Special Educational Needs) when they require educational support that is additional to and/or different from the support required by their peers.

East Leake Academy implement provision for students with the following areas of need:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical

### **Cognition and Learning needs may include:**

Cognition and learning needs include difficulty accessing the curriculum and learning at a slower pace than their peers, even with appropriate adaptations. They include but are not limited to difficulties with literacy, numeracy, processing, retention, and comprehension. Learning difficulties cover a wide range of needs and severity, and may affect one or more specific areas of learning. These include a range conditions such as dyslexia, dyscalculia, dyspraxia, dysgraphia, developmental language disorder (DLD), attention deficit hyperactivity disorder (ADHD) and attention deficit disorder (ADD). Students may also have as a physical disability or impairment impacting on their learning.

### **Communication and Interaction needs:**

Children and young people with speech, language and communication needs have difficulty communicating with others. Communication and interaction needs include autistic spectrum condition (often referred to as ASC or ‘autism’). Individuals with an autism spectrum condition are likely to have difficulties with social interaction. They may experience difficulties with language, communication, interpreting the emotions of characters in literary texts, social interaction, empathising and/or relating to others, and forming relationships. This may be because they have difficulty expressing themselves, understanding what is being said to them or they do not

understand or use social rules of communication. As a result, they may have difficulty forming and maintaining friendships.

### **Social, Emotional and Mental Health needs:**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression. They may also be showing signs of self-harm, substance misuse, eating disorders or physical symptoms.

### **Sensory, Medical and/or Physical needs include:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the deafblind guidance. Some children and young people with a physical disability (PD) may require additional ongoing support, adjustments and equipment to access all the opportunities available to their peers.

### **How are students with SEN identified and assessed?**

A graduated approach is taken to supporting students with SEND, beginning with Quality First Teaching. The academy follows the Assess, Plan, Do, Review system, and all staff understand their role in this process. Whilst schools cannot formally diagnose a special educational need and/or disability, members of staff are encouraged to identify students displaying traits that may indicate SEND and make timely referrals to the SENCO. Additional advice and support from other professionals, including Schools and Families Specialist Services, may be sought. Parents/ carers are invited to discuss their child's needs with the SENCO, including provision that may need to be implemented and potential referral(s) to other services.

### **How will we support your child?**

East Leake Academy delivers the following provision:

- Quality First Teaching;
- A broad, balanced and inclusive curriculum;
- Adaptation of teaching and learning strategies;
- Adaptation of classroom and lesson resources;
- Bespoke learning support plans;
- Access materials;
- Dyslexia screenings;
- Additional support from Teaching Assistants;
- Literacy intervention;
- Exam Access Arrangements (where appropriate and permitted);

- Additional pastoral support;
- Additional transition support for Year 6 students with SEND;
- Advice for parents/carers and referrals to outside agencies, which includes but is not limited to the Neurodevelopmental Behaviour Support Service and Healthy Family Teams.
- ELSA (Emotional Literacy Support).

All staff are aware of the individual needs of students with SEND and are advised on how to use teaching and learning strategies to support those needs. Staff regularly track and monitor the progress of all students to ensure the support strategies in place are facilitating progress. Staff have access to SEND specific professional development opportunities and training in order to develop their knowledge in this area.

As a school we work collaboratively with parents/carers, health and social care, local authorities, and other outside agencies and educational specialists. This allows us to maximise support for our students with SEND, to help them reach their full potential. We take a person-centred approach to our SEND provision, and listen and act upon the feedback provided by parents and students. Parents of students with SEND are invited to termly reviews held by the SENCo and Deputy SENCo, in addition to meetings with members of the Inclusion Team.

### **How will my child be included in wider school activities?**

As a school, we endeavour for all students to have access to participate in enrichment activities, extracurricular clubs and school trips. All students are encouraged to take part in each and every area of academy life. Additional provision is implemented where necessary to ensure students with SEND are afforded the same opportunities as their peers. This includes risk assessments (where necessary) and additional staff support.

### **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 new students.

### **Who do I contact if I 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 SENDCo, Heads of Year or a member of the Senior Leadership Team who will be able to offer advice on procedures.

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](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](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/SpecialEducationalNeeds-and-Disabilities.pdf>

The Special Educational Needs Coordinator for East Leake Academy is:

SENCo	Esther Wilson	<a href="mailto:sendsupport@eastleake-ac.org.uk">sendsupport@eastleake-ac.org.uk</a>
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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 coordination of specific provision to support individual students with SEND.
- Providing guidance and working closely with staff, students, parents/ carers and outside agencies to best support students with SEND.
- Maintaining an up-to-date and accurate SEND register and ensuring the plan, assess, do and review cycle is implemented to enable accurate record keeping.

Additional contacts:

Deputy SENCo	Miss Sonya Elliott	<a href="mailto:sendsupport@eastleake-ac.org.uk">sendsupport@eastleake-ac.org.uk</a>
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*Updated February 2024*