

**Samuel Lister Academy
Appleton Academy
DRAFT Special Educational Needs Information Report
November 2016**

Introduction

This Special Educational Needs (SEN) Information Report has been prepared on behalf of the Bradford College Education Trust (BCET) to provide information as to the resources available for students with SEN.

This document is reviewed annually and is published on the Academy's Web Site.

Special Educational Needs Provide for within the Academy

The Academy currently supports children who have a range of Special Educational Needs as described in four broad areas in The Code of Practice 2014.

1. Communication and Interaction
Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning
Including Severe Learning Difficulties (SLD) and Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, Mental and Emotional Health
Including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and mental health issues such as anxiety and depression.
4. Sensory and/or Physical Needs
Including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), and Visual Impairment (VI).

All provision for students with special educational needs follows the graduated approach of 'Assess, Plan, Do, Review'. That is, the needs of the student are identified and assessments carried out (assess) in order to inform careful planning to meet those needs (plan). Appropriate provision is then put in place for an agreed period of time (do), after which progress is reviewed (review) and a reassessment of the student's needs is made. This process continues until the needs of the student have been fully met.

The Identification and Assessment of Children and Young people with Special Educational Needs

The key to a pupil with SEN excelling is to ensure that their needs are met within the Academy or by developing a partnership with relevant outside agencies. For this to happen

the identification of a student as having Special Educational Needs is key. The way the Academy identifies SEND students is through the following rigorous process:

- Liaising with Primary Schools during the transition process
- Examination of KS2 baseline data
- Examination of the Academy entrance baseline data
- Examination of in-year monitoring data
- Referral from a subject area
- Referral from a year team
- Teacher referral
- Parental referral
- Student self-referral
- Outside agency or School Nurse referral

Following a referral or identification, a student would then participate in a detailed review of their situation by the Academy SENCo. This would involve discussions with the student and their family, year teams and other key people within the Academy. There may also be a requirement to involve outside agencies, to provide a better understanding of the student's needs, or a specific diagnosis. Once a student is identified as having Special Educational Needs, they would then be added to the Academy Special Educational Needs Register to ensure that the Academy is providing the appropriate strategies to meet the student's needs and allow them to achieve their full potential.

The Academy also publishes a Special Educational Needs and Disabilities Policy and a Special Educational Needs Local Offer, both of which are on the Academy's Web Site and these documents provide additional information regarding the implementation of resources for students with Special Educational Needs.

The Academy has a named Acting SENCo who is Mr A. Kenure who holds the National Award for Special Educational Needs Co-ordination (NASENCO) and the Certificate of Competence in Educational Testing (CCET). In addition BCET has a Director of English, SEN and Learning Support who is Mrs K. Lang who also holds the National Award for Special Educational Needs Co-ordination (NASENCO) and holds a Specialist Dyslexia Teacher Qualification.

The Consultation with Parents/Carers of Children and Young People with Special Educational Needs

Parents/carers are kept well informed and encouraged to be actively involved in all aspects of their child's education and provision.

This includes:

- Liaison with Subject Teachers, Form Teachers, Pastoral Teams, SEN Higher Level Teaching Assistants (HLTAs) Key Workers or the SENCo
- Parents Evenings
- SEN Parents Evenings/Drop Ins
- Formal Review Meetings

Parents/carers' views are always valued, they are encouraged to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs might best be met.

The Consultation with Parents/Carers of Children and Young People with Special Educational Needs

Students are involved (as is appropriate) at every stage of the 'assess, plan, do, review' process.

- At the initial assessment and at all planning stages, the student's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them.
- The Academy's approach is very 'person-centred', enabling students to have more control over decisions about their support.
- Any documentation used as a part of the agreed provision (for example, the Pupil Passport) will be produced in a 'child friendly' format.
- The student is able to discuss any aspect of their provision informally with their SEN HLTA Key Worker at any time.
- Where appropriate, students could attend a more formal meeting to review their progress and provision. They may contribute to this meeting either by attending in person or by providing written input.

Arrangements for Assessing and Reviewing Children and Young People with Special Educational Needs Progress

The 'assess, plan, do, review' cycle ensures that evaluation of student progress and the effectiveness of interventions is part of an ongoing process. There is also an annual summary report which provides a detailed analysis of progress made by students with SEN.

The SEN HLTA Key Worker also regularly monitors academic progress and also uses a series of literacy and numeracy tests to ensure appropriate progress is being made. This then leads to quality judgments being made which can then inform the planning of provision alongside the SEN student and their parents/carers.

Arrangements for Supporting Children and Young People with Special Educational Needs as they Progress Through Different Phases of Education and Preparation for Adulthood.

All children with Special Educational Needs will require additional support during periods of transition. The Academy has a comprehensive transition programme in place to support the move from primary to secondary education for all students, but with particular focus on those students with SEN or disabilities.

The Academy have established an effective partnership with the staff of our local primary schools, allowing us to meet the needs of both students and parents at transition. Details of this programme are available from the school. Careers advice and guidance is available to all students from Year 9 and forms part of the review process for students with Statements of

SEN or Education, Health and Care Plans. Where a child has a Statement of Special Educational Needs or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. Where parents express a preference for Samuel Lister Academy, SEN staff will attend the Annual Review meeting in Year 6 to facilitate the implementation of a carefully planned transition package.

A key focus within the provision provided in the Academy is to prepare our students for independence and their next steps in adulthood.

The Approach to Teaching Children and Young People with Special Educational Needs

The Academy operates a policy of quality first teaching to ensure every student benefits from the specialist tuition delivered within subject areas. However, this is supplemented by appropriate in-class support from members of the SEN Team.

In addition the SEN Team also deliver a series of intervention programmes to target areas of improvement for students identified as having a special educational need. The purpose of which is to help all students to become more self empowered and independent within their own learning.

Adaptations to the Curriculum and Learning Environment for Children and Young People with SEND

The arrangements outlined in this section apply to all pupils with SEN, whether or not they have an EHC Plan.

The school closely monitors the progress of all pupils with SEN to ensure that progress (in line with individual learner's starting points) is being made, and this is reviewed regularly.

Adaptations would be made at the recommendation of a qualified professional, or the SENCo, and in conjunction with parents and the learner. Approaches vary dependent upon the particular needs of the student. Adaptations might include:

- Literacy interventions - where pupils are withdrawn from lessons to work in small groups (or 1-2-1) on intervention programmes tailored to meet their specific needs.
- Maths interventions - again, where pupils are withdrawn from lessons to work in small groups (or 1-2-1) on intervention programmes tailored to meet their specific needs.
- Social interventions - where pupils are withdrawn from lessons to work in small groups on intervention programmes tailored to meet their specific needs.
- In-class support from a Teaching Assistant - where a higher level of support is required (this is also implemented for extra-curricular activities).
- Pastoral support from Year teams.
- Breakfast, break and lunch support from SEN and pastoral teams.
- Personalised timetable.

- Support from external agencies, such as the Autism Support Team, the Cognition and Learning Team, Speech and Language Therapy (SaLT), Occupational Therapy, School Nursing Team.

Specialist Expertise to Support Learners with SEN

1. Whole staff training is undertaken as part of INSET – this regularly includes SEN elements and updates. Whole staff training would also be necessary for important issues; such as changes to the Code of Practice for SEND or support with Quality First Teaching (QFT).
2. More specific training is given to specific groups of staff dependent on need, for example if a student receives a new Autism Spectrum Condition diagnosis, his/her class teacher/s would be provided with training.
4. Outside agencies also provide training and support in school for cohorts of staff on specific needs. Individual staff can attend specific training provided externally if necessary.

Evaluating the Effectiveness of Provision for Learners with SEN

The Assess-Plan-Do-Review cycle ensures that evaluation of student progress and the effectiveness of interventions is part of an ongoing process. Evaluations of the SEN Intervention Programmes are analysed in a specific, separate report.

SEND Report Summary for 2016-17

How do we Support the Overall Wellbeing of Learners with SEN?

- Pastoral Support
- Tutor Time
- Safeguarding training for all staff
- Well known child protection officers in school, in a number of roles
- Referrals to outside professionals
- Use of the SEN area as a safe, calm environment
- Regular student voice sessions
- Breakfast, break and lunch support
- Personalised provisions
- SEN Key workers

How does the School Involve Other Bodies in Meeting Learner's SEN and Supporting their Families?

Requests may be made via the SENCo, or from a parent directly, or from one agency to another for support. Parental consent must be given for agencies to work with children and young people.

- Educational Psychology
- Speech and Language Therapy
- ASD Team
- Occupational Therapy

- Children's Social Care
- Barnardos Parent Partnership (now known as SENDIASS)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO)
- School Psychotherapist
- School Nursing Team
- Social Workers
- Cognition and Learning Team
- TRACKS Home Education Service

Links and contact details for these services can be found on Bradford Schools Online:
<https://bso.bradford.gov.uk/>

How do we Deal with Complaints Regarding SEN Provision?

Samuel Lister Academy has a clear and easily understandable complaints procedure that can be accessed through the school website or info@samuallister.co.uk

Complaints about SEN provision within the school are initially dealt with by the SENCo. Where a satisfactory conclusion cannot be reached, a parent/carer can follow the complaints procedure by contacting Carol Vaughan, the Principal's PA. If a satisfactory conclusion cannot be reached, the Governing Body would become involved.

The school participates fully with all requests for information: tribunals; parental request for statutory assessment; formulating appeals etc.