

The School Offer for SEND



Policy Title	The School Offer for SEND
Policy Created / Amended	May 2020
Policy Ratified	July 2020
Policy review cycle	1 year
Policy Review Date	July 2021

Contents

1. An Introduction
2. Areas of Need
3. Identifying a Special Educational Need
4. Supporting Special Educational Needs
5. Interventions and Specialist Support
6. Accessibility and
7. Transition
8. Communication
9. Well Being
10. The Learning Support Team
11. The Pastoral Support Team
12. Governors' Responsibilities
13. Concerns
14. Review of the Offer

1. Introduction

Sybil Andrews Academy

SCHOOL OFFER

For Special Educational Needs and Disability (SEND)

Sybil Andrews Academy strives to provide an excellent education for all students within a caring community where all are respected, valued and supported to achieve their potential.

Sybil Andrews Academy aims to provide full opportunity for our students to develop their individual talents and build a strong foundation for their future.

Sybil Andrews Academy works to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs;
- Can learn and make progress according to their individual potential;
- Are assessed using appropriate assessment tools and guidelines;
- Have equal access to resources, provision and interventions as needed.

Special educational provision is educational or training provision that is ***additional to or different from that made generally for others of the same age***. This means provision that ***goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised classroom teaching***. It may take the form of additional support from within school or require involvement of specialist staff or resources.

The school SENDCO is Sophie Hamilton.

Our school has one Special Educational Needs Co-ordinator (SENDCO) who is responsible for the management of provision and or support for identified students with SEND. The SENDCO also supports teachers and other staff to enable them to access appropriate assessment and focussed provision for students in their lessons with SEND.

All teachers are teachers of SEND students and as such provide quality first teaching which takes account of the particular individual needs of students with special educational needs in the classroom.

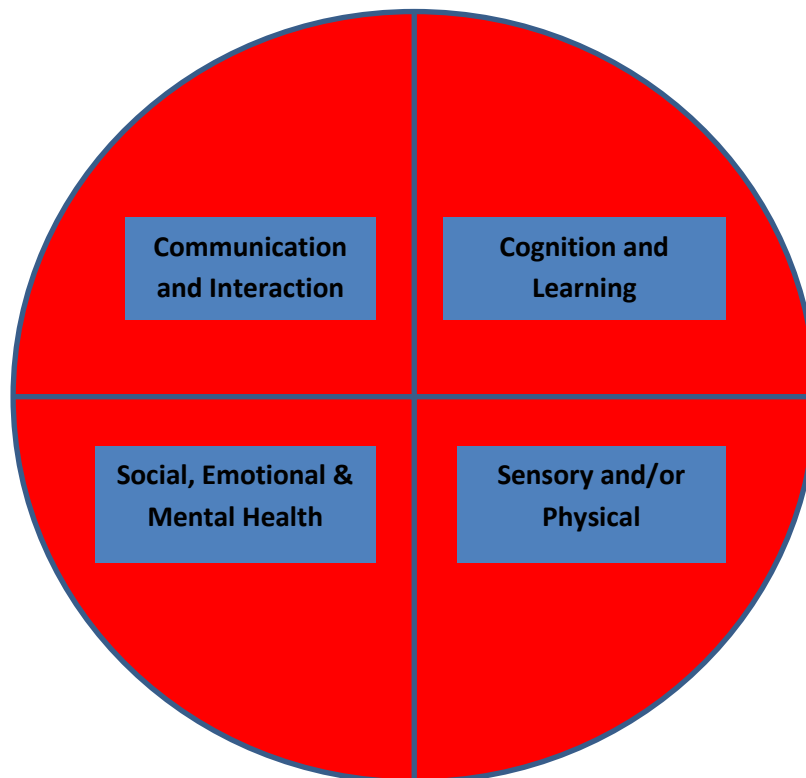
**All SEND students
must be supported
to make
accelerated
progress**

**Precise tailoring of
learning is essential.**

2. Areas of Need

The Code of Practice refers to four main areas of Special Educational Needs.

These areas are explained below:



Communication and Interaction - Young people may have a delay or disorder in or more of the following: Attention/Interaction Skills; Understanding/Receptive Language; Speech/Expressive Language

Cognition and Learning - Young people may have difficulties with the skills needed for effective learning or may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.

Social, Mental and Emotional Health - Young people may have difficulties with social and emotional development which may include anxiety, attachment disorders or issues with self-image.

Sensory and/or Physical - Young people may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration.

3. Identifying a Special Educational Need or Disability

Students at Sybil Andrews Academy may be identified as having SEND through a variety of ways:

- Liaison with previous school
- Performance below age expected levels
- Concern raised by teachers / teaching assistants / tutor / pastoral team
- Liaison with external agencies /professionals
- Health diagnosis
- Termly progress tracking by Class teachers, Heads of Department / SENDCO

Sometimes concerns raised by parents may be a trigger to seek further evidence of need.

The SENDCO, Assistant SENDCo and pastoral staff will contact and visit all primary schools to talk to students and teachers during the summer term prior to transition into year 7. Where appropriate, the SENDCO will attend review meetings with parents of year 6 students.

For students transferring mid – year, information will be sought from previous education providers.

All students identified using the methods above, will be assessed during the first half term of year 7 using standardised tests in Reading, Comprehension, Spelling and Mathematics. Students with scores below 85 (below average) will be considered for access to appropriate intervention. Similarly students transferring mid-year will be assessed in the same way.

Parents or Carers with concerns should contact the form tutor in the first instance. If further information is required contact should be made with the Learning Support Department or the Key Stage team.

Teachers, teaching assistants, tutors and pastoral staff can refer students directly to the Learning Support Department or through regular department and team meetings. Teaching assistants attend weekly briefings and the Pastoral Team meet fortnightly.

External Agencies and other professionals can liaise with the Learning Support Department directly, through consultation meetings and Team Around the Child meetings.

Diagnosis and other Health Reports will be circulated as appropriate to the Learning Support Department, the House Team and teaching staff.

Interim reports are issued termly for every student and sent to parents or carers. The data from the termly assessments is tracked for progress against the student's individual targets.

4. Supporting Special Educational Needs

“Pupils who have special educational needs and/or disabilities are taught well because teachers are aware of their learning needs. Teaching assistants are often well deployed and support pupils’ learning sensitively and effectively.”
Ofsted 2017



Students’ learning is planned by the teacher. The planning is differentiated to meet the needs of groups and individuals. This high quality teaching is the first step in responding to the needs of students with special educational needs in the classroom and forms part of normal classroom practice. It may include some additional general support from the teacher or a teaching assistant, on a regular or occasional basis.

How will the curriculum be matched to a student’s needs?

All work within a lesson is pitched at an appropriate level so that all students are able to access according to their specific needs and regardless of ability or starting points, all students have the opportunity to make progress every day.

How will parents or carers know the level of support their child should have?

If a student has special educational needs they will be recorded in one of two categories:

- SEN Support
- Educational Health & Care Plan (EHCP) / Statement of Special Educational Needs

SEN SUPPORT

If a student is identified as having Special Educational Needs you will be advised by the Student Centre team. Students with SEND are recorded on either the Academy’s SEND Register or Staff Awareness list which includes details of the student’s SEN needs and how to support him/her for effective participation and progress. The SEND Register and Staff Awareness lists will be reviewed at least twice a year to see how much progress the student has made, whether interventions need to be adjusted or if the student needs to remain on the SEND register or Staff Awareness list.

EHCP / STATEMENT OF SEN

Some students are supported in mainstream schools with an **“Education, Health and Care Plan” (EHCP)**. This will give details of specific individual provision which may include a high level of individual support and/or specialist intervention, which cannot reasonably be provided from resources already within school. Parents or Carers and students with an EHCP will be invited to an Annual Review in addition to the regular progress meetings.

5. Interventions and Specialist Support

Three 'waves' of intervention available at Sybil Andrews Academy.

Area of Special Educational Need	Wave 1 Whole School Approach (Quality First teaching)	Wave 2 Individuals or small groups	Wave 3 Specialised for Additional Needs
<p>Communication & Interaction</p> <ul style="list-style-type: none"> • Attention • Understanding • Language • Speech • Autistic Spectrum Disorders 	<p>Access to a varied and stimulating curriculum. Individualised teaching approaches. Good use of visual and practical learning. A range of technology Setting groups. Small guided groups. Clear verbal instructions/explanations which can be simplified. Appropriate quality resources. Teaching Assistants in some classes.</p>	<p>Social Skills groups.</p>	<p>Referrals to Speech & Language Therapy assessed and delivered by qualified outside agency Speech and Language staff.</p> <p>Referral and support from CISS (County Inclusive Support Services).</p> <p>Referral for Educational Psychologist.</p> <p>EHCP if needed . School can make EHCP Referral</p>
<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Memory & Reasoning • Problem solving & Concept development skills • Processing • Motor skills • Specific Learning Difficulties 	<p>As above and including lessons differentiated in order to include both sensory and physical disabilities.</p>	<p>Spelling group.</p>	<p>1-1 literacy/numeracy using personalised and specialised programmes.</p> <p>Referrals to Outreach for Dyslexia/Learning Advisor.</p> <p>Personalised curriculum within resource limits.</p> <p>Keyworkers.</p> <p>Referral for Educational Psychologist.</p> <p>EHCP if needed.</p>
<p>Sensory and Physical Needs</p> <ul style="list-style-type: none"> • Hearing • Visual • Physical • Medical 	<p>As above and including audit of environment to consider adaptations (as required).</p> <p>Modification of organisation, routine and environment within establishment limits.</p>	<p>Access to a base for therapy.</p> <p>Physical aids as advised by specialists.</p> <p>Referrals to specialist Advisory Team.</p>	<p>Keyworkers (with appropriate training).</p> <p>1-1 support if required Personal Care.</p> <p>EHCP if needed.</p>
<p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> • Anxiety and Depression • Attachment • Self-image 	<p>As above and including access to additional pastoral support.</p>	<p>Group counselling sessions.</p> <p>Exit card.</p> <p>Common Assessment Framework (CAF).</p>	<p>Referral to CAMHS (Child and Adolescent Mental Health).</p> <p>ECHP if needed.</p>

6. Accessibility

Sybil Andrews Academy is easily accessible to wheelchair users. The Academy is situated on 4 large sites with ground floor and first floors in each building. The ground floor is accessible to wheelchair users and there are lifts in each building to access the first floor. The nature of the site means pupils have to go outside to access the different buildings. There are 12 accessible toilets on the site one with a hoist and automated toilet.

Other resources needed for access may be assessed by an Occupational Therapist or Physiotherapist in order for the school to ensure ease of access and safety for all. The school Operations Manager will meet and monitor the accessibility for all students who may have limited mobility.

The school seeks to clearly and unambiguously ensure that all pupils with medical conditions have full access to education, including school trips and physical education. In some cases a risk assessment will be completed so that planning can take account of any steps needed to ensure that a student with a medical condition or disability is included.

7. Transition

Students in secondary school will experience three periods of transition:

- Year 6 into Year 7 (Key Stage 2 into Key Stage 3)
- Year 8 into Year 9 (Key Stage 3 into Key Stage 4)
- Post Year 11 (Key Stage 5)

Primary to Secondary

Meetings between parents/carers, their child and Pastoral staff and/or Learning Support Team may begin during year 5. The SENDCO will attend Review meetings as appropriate. Sybil Andrews Academy has strong links with the Primary schools and encourages visits and activities on a regular basis. During the summer term the SENDCO, Assistant SENDCO and/or pastoral staff visit students in their primary placement and prepare individual transition plans for identified SEND students.

Key Stage 3 into Key Stage 4

During Year 8 students and parents are invited to an Options Evening and Parents' meeting to explain and discuss the Key Stage 4 curriculum. Assemblies and lessons will prepare students for the transfer and expectations of Key Stage 4. Students with SEND will be offered alternative options if appropriate that will ensure their full participation in the Key Stage 4 curriculum.

Post Year 11

Advice and guidance is available to all students through the Careers team and subject teachers. Students with SEND will also be able to access support and guidance from the Youth Support Team and appropriately qualified staff. The SENDCO and other staff will liaise with further education and 6th form providers in order that access and support arrangements are communicated.

8. Communication

The principles of the SEND Code of Practice are very clear that schools must have regard to the views, wishes and feelings of the young person and their parents or carers.

Consultation evenings are held once a year for all students at which time parents and carers will be able to meet with individual subject teachers to discuss the student's needs, support and progress. In year 7 there will be a further opportunity after the first half term to meet with the form teacher. The SENDCO is available at such meetings.

Sybil Andrews Academy invites parents and carers at any time to make an appointment to meet with individual teachers, Heads of Department, Pastoral staff or SENDCO to discuss specific concerns. We believe that a student's education should be a partnership between home and school, therefore we aim to keep communication channels open and communicate regularly especially if a student has complex special educational needs.

Students with SEND may have a Pupil Passport in place; parents will be invited to contribute to termly review and planning.

9. Well Being

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of young people having high self-esteem in order to achieve positive well-being. At Sybil Andrews Academy we aim to ensure that students are able to develop in a caring, fair and understanding environment.

The form tutor has overall responsibility for the pastoral, medical and social care of students in their form. Form teachers are supported by the Key Stage Team, Pastoral staff and SENDCO. Further advice and support may involve working with outside agencies and Team Around the Child.

The school encourages and supports all students with SEND to contribute to all parts of school life, including assemblies, the School Council and representation in teams and group activities.

Several members of Sybil Andrews Academy staff are trained in the administration of Epipens and First Aid at Work. Admin staff are responsible for ensuring that relevant members of staff are fully informed of medical issues which can impact upon a student's learning, safety or access to the curriculum.

The SENDCO, tutors, house leaders and pastoral staff are available to discuss any aspect of a young person's learning, personal, social, emotional, medical or physical development which you feel may impact upon his/her well-being. Sybil Andrews Academy is committed to supporting the removal of all potential barriers to learning for young people.

10. The Learning Support Team

Miss Trenica King
Principal

Senior Leadership Team link with Learning Support
Quality First Teaching/Differentiated learning

Mrs Sophie Hamilton
SENDCO

Responsible for the management of the department,
implementation of the SEN Code or Practice, overseeing support for
students with English as an Additional Language.
Effective deployment of support staff

Assistant SENDCo, Safeguarding Officer and Teaching Assistants

1 Assistant SENDCo, 1 Safeguarding Officer and 4 Teaching Assistants support students across the curriculum and key stages.

All support staff have GCSE/Level 2 qualifications in Maths and English language. They are trained within the school setting and through externally provided opportunities. All support staff are mentored and performance managed.

11. The Pastoral Team

Mrs Sarah Fisher
Deputy Headteacher
Senior Leadership Team link for
Pastoral Support & DSL

Head of Year

Oversee all pastoral issues in each year group
Mr Nathan Hope- Head of Year 7
Mr Isaac Gethin – Head of Year 8
Miss Caroline Grandjean – Head of Year 9
Mrs Michelle Gilligan – Head of Year 10
Mr James Mason – Head of Year 11

Safeguarding Officer

Miss Kirsten Putt

Inclusion Officers

Jonna Hopson

Katie Mahler

Laura Caunter

Tutors

All students are placed in a small tutor group with a dedicated tutor. The tutor monitors all aspects of the pupil's life in school: academic, social, attendance and general day to day issues. Tutors also mentor the pupils in their group.

11. Governors' Responsibilities

We currently have one Governor with oversight of SEND and Inclusion – Mrs Angela Whatley
The SEND Governor and SENDCO meet regularly to update on changes and needs in school.

Concerns

If you feel that the school's offer is not being delivered or is not meeting a young person's needs, your first point of contact should be the form tutor to share your concerns. You may also contact the SENDCO or the Head of Year.

For other information you can view the school's Special Educational Needs Policy on the website.

Reviewing the Offer

The school offer will be reviewed annually to reflect the changing needs of young people who join and development in the school. Part of this review process will involve contributions from parents, students and other stakeholders.