

The School Offer for SEND

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Sybil Andrews Academy

School Offer for 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 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 Lorna Fry. Our department can be contacted at saa-learningssupport@sybilandrewsacademy.co.uk

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

Areas of Need

The SEN Code of Practice (0-25) 2015 refers to four main areas of SEND Need.

These are:

- Communication and Interaction Needs
- Cognition and Learning
- Social, Emotional, and mental health needs
- Physical and Sensory needs

Communication and Interaction – This could be a range of needs, from Autistic Spectrum Conditions to issues with semantic development, auditory processing, or language acquisition needs.

Cognition and Learning - Young people may have difficulties in a range of areas to do with the way that they learn 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, ADHD, attachment disorders or issues with self-image.

Sensory and/or Physical - Young people may have a sensory need as a consequence of a range of conditions (ASC, ADHD), their mental health needs, or sensory processing disorders.

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

- Liaison with previous school/transition information
- Reports provided by external professionals/agencies.
- Concerns raised by teachers / teaching assistants / tutor / pastoral team
- Formal diagnosis from appropriately qualified professionals.
- Termly progress tracking by school staff.

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

Planning for Transition

The learning support team 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 annual review meetings with parents of year 6 students.

For students transferring mid – year, information will be sought from previous education providers. For students who have EHCPs, consultation will be made with the local authority as per the statutory process.

We do reading age and spelling age tests for all Year 7 students on entry to School. This helps support us in ensuring that where required, we target provision appropriately, and assists in making decisions about whether they may need additional catch-up support, as well as other assessments as needed. Assessments outside of what are normally offered will be undertaken with parental consent.

If parents have concerns, these should be raised with the pastoral team in the first instance.

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

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.

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 can access according to their specific needs and regardless of ability or starting points, all students have the opportunity to make progress every day. For some students, this may mean a more bespoke approach in line with their SEND needs, or advice from professionals. This may mean curriculum is devised by the learning support department and shared with teachers.

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)

SEN SUPPORT

If a student has special educational needs or is receiving an intervention that means they are having provision which is additional to high quality teaching, they will be on the SEN Register as SEN Support. This is done with parental consent both to add to and remove from the register. We will only add students to the register when we are confident that their needs cannot be met solely through high quality teaching. All students with a formal diagnosis of Dyslexia from a registered professional will be on the SEN Register, but only if that diagnosis is from an appropriately qualified person.

EHP

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.

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.</p> <p>Good use of visual and practical learning.</p> <p>A range of technology</p> <p>Clear verbal instructions/explanations which can be simplified.</p> <p>Appropriate quality resources.</p> <p>The SAA Universal Teaching Offer and Strategies</p>	<p>Referrals to Speech & Language Therapy, interventions based on professional advice.</p> <p>Adult support in class.</p> <p>Referral and support from SES.</p> <p>Advice and guidance from professionals with experience of specific need.</p> <p>EHCP request, if appropriate.</p>	<p>1:1 Support and intervention.</p> <p>Bespoke provision, if required.</p> <p>Use of specialist services to support communication and interaction needs.</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 based on need.</p>	<p>Literacy/numeracy using personalised and specialised programmes, or recommended programmes for the learner.</p> <p>Referrals to Outreach for Dyslexia/Learning Advisor.</p> <p>Adult Support.</p> <p>EHCP referral if needed.</p>	<p>1-1 literacy/numeracy using personalised and specialised programmes recommended by appropriate professionals.</p> <p>Bespoke Curriculum.</p> <p>Adult Support.</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>EHCP referral if needed.</p>	<p>Keyworkers (with appropriate training).</p> <p>1-1 support if required</p> <p>Personal Care.</p>
<p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> • Anxiety and Depression • Attachment • Self-image • ADHD 	<p>As above and including access to additional pastoral support.</p>	<p>Exit card.</p> <p>Referral to external services.</p> <p>EHCP application, if appropriate.</p> <p>ELSA</p>	<p>Pathways Provision</p> <p>Bespoke Curriculum</p>

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 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.

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, in particular if the young person has an EHCP. 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.

Key Stage 3 into Key Stage 4

During Year 9 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. For example, they may be given the option to take once less option to enable support across other curriculum areas or may be offered vocational pathways.

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.

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 will have key strategies shared with teaching staff. These will be devised from professional reports and classroom observation/practice of what works well for that individual.

We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of young people having high self-esteem to achieve positive well-being. At Sybil Andrews Academy we aim to ensure that students can 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 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.

Key Staff linked to Learning Support

Ms Lorna Fry	SENDCO
Ms Kirsten Putt	Safeguarding and Welfare Office
Ms Roz Lawson	Pathways Coordinator
Mrs Lucy Gee	SEND Administrator
Mrs Lisa Larke	Learning Support Assistant with responsibility for Key Stage Four Support.
Mr Tom Bayer	Learning Support Assistant with responsibility for Key Stage three Support.
Mr Stephen Orbell	Learning Support Assistant with responsibility for KS4 and Vocational Programmes
Ms Toni Harvey	Learning Support Inclusion Officer