

Sybil Andrews Academy works with Suffolk County Council and neighbouring authorities to ensure that the needs of pupils with Special and Additional Educational Needs are met. The information contained within this report outlines how we support these pupils within School.

At SAA, all members of staff are responsible for ensuring that the needs of pupils with special and additional educational needs are met. We pride ourselves on our core values.

- We are kind
- We take responsibility
- We have courage

We are an environment that believes inclusion runs through the core of a school and promote the inclusion of all pupils in every aspect of school life. We make our best endeavours to inspire young people to have high aspirations for themselves, and as a school, we have high aspirations for our pupils.

At SAA, our SENDCo (Special Educational Needs Coordinator) is Lorna Fry. She can be contacted at lfry@sybilandrewsacademy.co.uk or via the main school contact number 01284 413400.

What should I do if I am concerned about my child/ward's progress or special educational needs?

Parental/carer involvement is encouraged. If you have concerns about your child/ward or wish to discuss their general progress, in the first instance contact their tutor to raise these concerns. The SENDCo meets regularly with staff to discuss concerns that have been raised and operates a weekly referral slot to ensure that concerns are dealt with promptly.

If your child/ward is on the SEN register, please contact LGee@sybilandrewsacademy.co.uk (SEND Administrator) who will be able to direct your query to the most appropriate member of staff.

How does the school decide whether a child or young person has special educational needs and what extra help they may need?

Where a pupil has been identified as not making expected progress or where a concern has been raised, the SENDCo will work with the appropriate staff to ensure that interventions provided are of value and quality, as well as being relevant to the needs of the young person. In making decisions about what SEN provision should be put in place, the teacher, parents/carers and SENDCo consider all the information that they have available to them prior to making the decision that SEN provision is appropriate.

All pupils will be treated equally within class, being given suitable activities that will seek to remove any barriers to learning. Where classroom provision has not been

suitable for the pupil, additional provision will be put in place. This may involve referral to external professionals, should the need arise. The intervention will be reviewed after an appropriate length of time, and if progress is not made, will be adapted. It is at this point that we will determine whether the young person in question is receiving SEN Support, as they are having support which is 'additional to' and 'different from' that which is defined as being 'High Quality Teaching'. At this point, with consent, they will be placed on an SEN Monitoring list.

If a pupil continues to struggle to make expected progress, and all other casual factors around poor achievement have been addressed, work will begin towards gathering the evidence required to seek assessment, and further external agencies may be involved. Prior to this stage, all reasonable measures must have been taken in the school and classroom environment to ensure adequate provision has been made.

Only after all these processes have been undertaken will a child be placed on the SEND Register, with the consent of the parents, SENDCO and other members of SEN Teaching and Support staff involved in the process.

How will I know what support my child/ward is receiving and how will you help support their learning?

Your child/ward will have an individual education plan, targeted to their needs. You will be sent a copy of this and invited to contribute to its development and review.

Your child/ward may have a reasonable adjustments form, which will outline differentiated classroom provision that is 'different from and additional to' standard classroom practice or expectations.

If your child/ward has an EHCP, you will be invited to annual review and be invited to regular outcome review meetings.

You are welcome to book appointments with appropriate staff members at any point if you wish to discuss the needs of your child/ward.

You are welcome to make direct contact via email. We endeavour to respond within 48 hours.

How will my child/ward be involved in making decisions about their SEN provision?

Staff will, where appropriate, discuss with your child/ward difficulties they may be having and what support may be appropriate.

Your child/ward will be allocated a key contact that they can go to within the learning support department.

Communication passports and one-page plans will be co-produced with your child/ward and shared with teaching staff and other appropriate staff.

Your child/ward will be invited to submit their views if they have an EHCP prior to meetings in relation to their plan, for example, annual review.

How do you assess and review my child/wards progress?

Regular assessments are carried out during the year which contribute to a broader picture of progress for your child/ward.

Interventions that are taking place are reviewed every six weeks against individual education plan targets to establish if they are supporting your child/ward in a way that allows them to progress/meet their needs.

Outcomes on EHCPs are broken down into smaller targets, which are reviewed every twelve weeks.

How is teaching and learning and the curriculum adapted to meet my child/ward's needs?

All our teaching staff receive training on classroom practice to meet additional needs in the classroom and have regular contact with the SENDCo for advice and guidance.

At Key Stage 3, we have a small nurture provision for pupils to allow a greater level of curriculum differentiation.

Learning Support provides additional support in Numeracy and Literacy, as well as alternative qualification pathways should it be the case that they are required.

How do we support children who need to develop their literacy and numeracy?

There are both English/Maths and Learning Support led withdrawal groups for pupils who have been identified as having problems with literacy and numeracy.

How do we support children's emotional wellbeing and mental health?

Our Learning Support Staff and Inclusion Officers work with pupils who have a variety of barriers to their learning. This can take the form of one-to-one work, small group work or in class support.

Our Learning Support area may offer support to pupils who are unable to access the full curriculum.

We have access to ELSA trained staff, as well as a School Nurse. Where appropriate, we will consult with external professionals.

We offer a lunch time club to pupils who find this part of the day challenging to manage.

We have an anti-bullying Policy that can be located on our school website.

Pupils are encouraged to share any worries with a known adult of their choice or key member of learning support staff.

We have a departmental welfare and safeguarding officer who provides a range of interventions and support for children and young people with social, emotional, and mental health needs.

How do you promote positive behaviour?

Our Behaviour Policy can be found on the school website. This sets out whole school expectations.

Lessons are planned and delivered to ensure excellent behaviour for learning.

Staff are trained to support pupils who show challenging behaviour, and we work with parents to minimise the risk of exclusion.

Interventions to promote positive behaviour may include any of the following:
Placement in our Learning Support Centre

- Support from learning support staff
- Small group work on anger management
- Collaboration with pastoral staff
- Modified behaviour policy based on needs

What training and specialist skills do the staff supporting children with SEND have or are having?

All teachers receiving SEND related training whilst obtaining Qualified Teacher Status.

Our SENDCo has obtained the National Award in SEND Coordination and has significant experience and training in relation to communication and interaction needs, equality and diversity, and improving teaching and learning for SEND Pupils.

Training is accessed through specialist professional bodies such as NASEN, SENJIT and the Local Authority.

Our SENDCo attends regular network meetings.

We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (e.g., Speech and Language and Communication, hearing and visual impairment, behaviour related needs and specific learning difficulties).

We have a planned range of CPD for staff within School.

How do you make the environment accessible for all children?

We are wheelchair accessible. There are lifts and disabled toilet facilities in every block.

Where pupils require the use of radio aids, the Hearing Impairment Service offer support to the pupils and advice and training to staff.

We also receive support and advice from the VI service, Occupational therapy and other professionals as needed.

How will my child be included in activities outside of the classroom?

School visits and extra-curricular opportunities are organised throughout the school year. Pupils with SEN are invited to take part.

Parents/carers sign consent forms for all visits and risk assessments are completed by visit leaders.

Visits and activities are modified according to need. Staff/pupil ratios meet the legal requirement and if appropriate an extra staff member will accompany any pupil who needs significant support.

How will the school prepare my child to join the school or transfer to a new school?

Our SENDCo, Assistant SENDCO, Welfare and Safeguarding lead work alongside pastoral staff to ensure that we have all the information required about your child/ward before they attend SAA.

Transition visits and meetings can be arranged prior to starting with us.

We can attend Year 6 annual review meetings.

We have induction days for all pupils who are starting at SAA.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

We work with several specialist services including:

The Educational Psychology Service

CISS

CAMHS

Social Services

Speech and Language Service

Hearing Impaired Service

Visual Impaired Service

As well as a range of other appropriate support networks based on your child/ward's needs.

What if my child/ward has medical needs?

If your child has specific medical needs or needs medication during the day, we will take advice from any care plans that have been provided for them via professionals involved. We can seek advice from the school nurse should it be required.

What should I do if I am unhappy with my child/wards support or progress?

In the first instance, contact your child's tutor or head of year. They will then direct concerns, where appropriate, to the SENDCo or Learning Support Team.

If your concerns have not been resolved to your satisfaction, you are invited to contact the Head Teacher and/or SEND Governor

Trenica King (Head Teacher)

TKing@sybilandrewsacademy.co.uk

Angela Whatley (Governor)

awhatley@sybilandrewsacademy.co.uk

Should your concern be with the Local Authority, please raise your complaint directly with Suffolk County Council using this web link:

<https://www.suffolk.gov.uk/about/give-feedback-or-make-a-complaint/>

Where can I get further support as a parent/carer?

In Suffolk, you can contact SENDIASS:

<https://www.suffolksendiass.co.uk/>

01473 265210

You can contact IPSEA in relation to matters with EHCP, Local Authority Process and entitlements.

<https://www.ipsea.org.uk/>

01799 582 030

The Local Offer is available via Suffolk County Council, and outlines services and support that you can access.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback

*This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email [**lfry@sybilandrewsacademy.co.uk**](mailto:lfry@sybilandrewsacademy.co.uk)*