

SEND Information Report

Contents

Page

From the SENDCo	2
What we offer at Sybil Andrews Academy	2
How we ensure that children who need extra support are identified early	2
What should a Parent / Carer do if they think their child may have special educational needs?	3
Who will explain my child's needs and progress to me?	3
How will school support my child?	3
Who will support my child?	4
Social and Emotional and Mental Health Need:	4
Communication and Interaction:	5
Sensory and Physical:	5
Cognition and Learning:	6
How are the school's resources allocated and matched to student's special educational needs?	7
How do we evaluate the effectiveness of the provision?	7
Working with Parents / Carers	7
Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND	7
Transition	7
How will my child be supported in preparing for adult life?	8
Looked after children	8
How will my child be included in activities outside the classroom including day and residential trips?	8
How does the school manage the administration of medicines and personal care?	8
Where can Parents / Carers go for help?	8
SENDIASS	8
Here are some websites that may be helpful for parents	9
How are governors made aware of the quality of provision for pupils with SEND at Sybil Andrews Academy?	9

From the SENDCo

At Sybil Andrews Academy we aim to ensure that all pupils are able to access the curriculum and make the maximum progress they are capable of achieving, whatever their area or level of need.

We are an inclusive school that identifies and celebrates the strengths and achievements of all pupils including those with Special Educational Needs and/or Disabilities (SEND). Pupils with SEND are fully included in their class, with reasonable steps taken to ensure they can physically, socially and emotionally access all areas of the curriculum and are seen as a valued member of their class by both their teachers and peers.

We work closely with parents or carers and pupils to ensure they receive the support they need. We follow a child centred approach. For example, we hold Pupil Voice interviews where pupils with SEND are asked how they feel about the help that is given to them and what helps them best with their learning. We also involve pupils as much as possible with their education using the One Page Profile ensuring their voice is heard and listened to. The One Page Profile is a document about how best to support the pupil and shared with all relevant staff

More detailed information about the identification, assessment and interventions for SEND support, as well as how this is reviewed, can be found in our SEND Policy on the school website. Arrangements for the admission of disabled pupils are also detailed in the SEND section of the website under Accessibility.

Mrs. C. Bergin

SENDCo and designated teacher for looked after children

Sybil Andrews Academy

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What we offer at Sybil Andrews Academy

All staff are front line professionals and provide high quality teaching. This means that all teachers provide for pupils with SEND at a whole class level through adaptive teaching, in the first instance. All teaching staff have regular training sessions provided by the SENDCo and specialist outside agencies. Some staff are specially trained in certain areas and interventions. For example, Lego Therapy, Dyslexia and ELSA.

How we ensure that children who need extra support are identified early

A pupil has a Special Educational Need if they have a learning difficulty or disability that means they have a significantly greater difficulty in learning than the majority of others of the same age. Or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Pupils are identified as having special educational needs through a variety of ways. For example:

- Pupil performing below age expected levels
- Concerns raised by parent or carers
- Concerns raised by subject teacher, Head of Year or Head of Department

- Consultations between form tutors, the SENDco and SLT where progress data is discussed
- Liaison with external agencies e.g. Speech and Language Therapy Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting if applicable

If a concern is raised regarding a pupil a range of evidence will be collected through assessment and monitoring, including the following:

- A range of standardised tests
- Summative assessments in school
- GL literacy and numeracy assessments
- Ongoing class observation
- Assessment for Learning

Some pupils will require further support and intervention, following the Assess, Plan, Do, Review cycle. Teachers work with the SENDCo and the Learning Support Department to establish what extra support and provision is needed to meet the needs of some pupils.

What should a Parent or Carer do if they think their child may have special educational needs?

Talk to us. In the first instance contact your child's form tutor. The tutor may make the decision to involve the Special Educational Needs Co-ordinator (SENDCo) for further advice or information. If required, you may contact the SENDCo directly yourself by making an appointment through the school office or the SEND administrator, Mrs Twite.

Who will explain my child's needs and progress to me?

Your child's form tutor and subject teachers will provide information based on summative assessments and an analysis of their attitude to learning throughout the school year.

The SENDCo will arrange to meet or contact parents when deemed necessary to discuss issues relating specifically to their child's special educational needs or disability.

How will school support my child?

- The SENDCo oversees and monitors the progress of any child requiring additional help across the school
- The form tutor and/or subject teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress
- The subject teacher and support staff will use an in-house tracking system to record the extra support your child is receiving as part of an intervention cycle and evaluate the impact of any interventions
- Pupils who are on the SEND register are given a One Page Profile which includes some specific targets or outcomes to ensure specific progress
- The school follows the Graduated Response process:
 - Assess, Plan, Do Review,
 -

Who will support my child?

- The subject teacher will be responsible for ensuring that your child makes progress in every area

- The SENDCo will monitor progress and co-ordinate provision of additional support from external agencies
- Learning Support Assistants (LSAs) work in some classes and departments to offer additional support to groups and individuals as directed by the subject teacher or SENDCo. Some of the LSAs in school specialise in a specific area and these staff may work with the pupil directly to try and meet their individual learning needs

All pupils receiving Special Educational Needs support will, if necessary, have access to the following:

Social and Emotional and Mental Health Need:

A One Page Profile with targets / outcomes that addresses the pupil's specific area and level of need (this will be reviewed termly with the parents and the pupil if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Individual rules and reward systems
- Inclusion Support Plan where required
- Social Stories interventions
- Social inclusion intervention
- Lego Club
- Additional arrangements for transition
- Access to PMHW/CAMHS/Health/Social Services/Specialist Education Service
- 1:1 support from the school Pastoral Leaders
- Drawing and Talking Therapy from a trained practitioner
- ELSA support from two qualified ELSA coordinators
- Assessment using The Boxall Profile and subsequent appropriate interventions, e.g. self-esteem work

Communication and Interaction:

A One Page Profile with targets / outcomes that addresses the pupil's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Access to speech and language therapy support from the NHS and Local Authority
- Social stories
- Visual time-tables
- Feelings and worries box/book of happy thoughts/sentence starters
- Socially Speaking intervention
- ELKLAN intervention support, looking at expressive or receptive language
- Mentoring
- Assistive technology including use of AI where appropriate
- Additional arrangements for transition
- PECS (picture exchange communication system)
- Roger Pen use and hearing loops in school
- Social cognition
- TalkAbout intervention

Sensory and Physical:

A One Page Profile with targets / outcomes that addresses the pupil's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Provision of specialist furniture/equipment as advised by the Occupational Therapist. For example, Easy Breezy Chairs; support cushions; walking frames; sloped writing desks; non-slip steps; multiple pencil grip aids and easy grip pens; pencils and scissors; stress chewy bands; stress balls
- Sensory boxes
- The school building is accessible to all pupils with wheelchair access and separate disabled toilet facilities with a hoist and changing bed
- Referrals (when considered appropriate) to Physiotherapist / Other Health Professionals / Specialist Education Service
- Fine motor skills intervention
- Assistive technology to support access to curriculum as appropriate and supported by health professionals
- Additional arrangements for transition
- Work stations when advised by professionals

Cognition and Learning:

A One Page Profile with targets / outcomes that addresses the pupil's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- In school diagnostic tests to further pinpoint the child's area and level of need: BPVS III, Boxall Profile, GL assessment (literacy), Sandwell Numeracy, CTOPP 2
- Referrals to outside professionals if appropriate: G.P / School Nurse / Speech Therapist / Physiotherapist / Occupational Health Therapists /CAMHS /Specialist Education Service
- Possible intervention activities may include: phonics support; sequencing and memory activities; reading and spelling games; extra adult support in class; dyslexia interventions;
- Precision Teaching / precision style teaching
- Comprehension support using a reciprocal reading approach
- Additional arrangements for transition
- Pre learning and over learning of vocabulary

How are the school's resources allocated and matched to the pupil's special educational needs?

We ensure that all pupils with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a needs basis to ensure that each student receives the support the school feels they require to enable them to make progress.

The Senior Leadership Team is responsible for allocating funding for supporting pupils and they consult with the school Business Manager, SENDCo and subject teachers so that the best use possible is made

of the funds available. The school is committed to offering appropriate support to all pupils who need additional support.

How do we evaluate the effectiveness of the provision?

The form tutor, subject teacher and learning support department make constant, ongoing formative and summative assessments of the pupil throughout the day and their specific intervention. In consultation with the SENDCo, if an intervention is proving effective and having a positive impact it is continued, if the provision is not meeting the needs of the student, then further investigations and other interventions are considered and if applicable, implemented.

We celebrate our effective provision with the pupil's and share their progress with them.

Working with Parents and Carers

Working with parents and carers is important to us at Sybil Andrews Academy. We understand that parents know their children best, hence parent partnership is beneficial to pupils, parents and teaching staff.

We hold Parent Consultations, where the subject teachers will explain a pupil's progress and what extra support or differentiation is being given.

We have SEND coffee mornings, where parents / carers can meet the SENDCo and some of the SEND team.

Further appointments can be made with the SENDCo, or Assistant SENDCo, via the school office.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND

Should you have a concern over your child's SEND support, please in the first instance contact the learning support team on atwite@sybilandrewsacademy.co.uk

Should you need to take your concern further please refer to the school's complaints policy which can be found on the school and trust website.

Transition

Transition is a time of change and we put into place special programmes to support some pupil's individual needs. Programmes are not just for moving to a new setting but are also undertaken for the transition to the next key stage or even a new class. Pupil passports, photo albums, outside visits to further education colleges, communication passports and transition books are all ways that we use to support students in times of transition. Transition into the school for pupils with SEND can be supported with a graduated approach beginning with a visit to school. When moving to a new school or moving up to 16+ education, vulnerable children are provided with additional support and receive a longer transition period and programme.

How will my child be supported in preparing for adult life?

At Sybil Andrews Academy, skills for life are developed through the PHSE and RSE curriculum for all students. We have Independent Advice and Guidance regarding careers education. A specialist careers advisor supports the most vulnerable pupils. The school works closely with the Suffolk early

help team to support post 16 transitions. The SEND department offers bespoke careers advice for pupils with SEND. The Functional Skills tutor and ELSA lead work closely with families and pupils in supporting pathways to adulthood, offering where needed, support with interview techniques, CV building, employability skills. The school uses the AQA Unit Award Scheme which supports pupils in their personal development.

Looked after children

The SENDCo (Mrs. C. Bergin) is also the designated teacher for looked after children). She holds professional meetings to ensure pupils who are looked after by the local authority and have additional needs are supported to the best of our ability. Mrs Bergin works closely with sending and receiving schools as well as the local authority's virtual school. Termly meetings are held to detail any additional support and its effectiveness.

Adopted children

Families are offered Education Plans for adopted children. These are created and reviewed termly with the SENDCo.

How will my child be included in activities outside the classroom including day and residential trips?

We aim for all pupils to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site
- Parents need to inform the school in writing if medication is recommended by Health Professionals to be taken during the school day
- The school's administrative staff administer medicines. If a child requires medication in school, this will be administered by one member of staff and witnessed by a second. A record is kept and signed by both members of staff
- Staff have regular training regarding conditions and medication affecting individual pupils so that trained staff can manage medical situations if the need arises.

Where can Parents or Carers go for help?

SENDIASS

The SENDIASS service is for parents, carers and children and young people (aged up to 25)

- Email: sendiass@suffolk.gov.uk

- Helpline phone: 01473 265210 (9-5, Mon-Fri)
- General enquiries phone: 01473 264702 (9-5, Mon-Fri)

Here are some websites that may be helpful for parents

- Suffolk County Council www.suffolk.gov.uk
- British Dyslexia Association www.bdadyslexia.org.uk
- National Autistic Society www.autism.org.uk
- British Deaf Association www.bda.org.uk
- Disability Alliance www.help4me.info
- Disability Living Fund www.dlf.org.uk
- Down Syndrome Association www.downs-syndrome.org.uk
- Citizens Advice Bureau www.adviceguide.org.uk
- Epilepsy www.epilepsysociety.org.uk
- Access Unlimited in Suffolk www.access-unlimited.co.uk
- Children's communication charity www.ican.org.uk

How are governors made aware of the quality of provision for pupils with SEND at Sybil Andrews Academy?

One of the roles of governors is to ensure that governors:

- Hold the headteacher to account for the educational performance of the school and its pupils;
- Ensure clarity of vision, ethos and strategic direction;
- Oversee the financial performance of the school and make sure its money is well spent.

The governing body at Sybil Andrews Academy has a link governor for SEND, Mrs Georgine Ellis, who liaises with the SENDCo to understand the range and quality of SEND support at the school. This is then reported within the governing bodies minutes and includes regular updates from the SENDCo Mrs C. Bergin.

In this way, the governing body can involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

SEND Report

Owned by: C Bergin (Assistant Headteacher - Inclusion)

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