

SEND Report



Believe, Succeed, Together

September 2017

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1.0 Academy Development Plan - Key Development Priorities

Area	Key Development Priorities
Outcomes for Pupils	<p>O1. ~>70% of pupils meet or exceed their (FFT20) Forecast Grade.</p> <p>O2. Basics is >NA and +sig for 'strong' (grade 9-5) and 'standard' (grade 9-4) passes.</p> <p>O3. EBacc is >NA and +sig.</p> <p>O4. Attainment 8 is >NA and +sig.</p> <p>O5. Progress 8 is >NA and +sig.</p> <p>O6. All pupil groups are >NA and +sig.</p>
Teaching, Learning and Assessment	<p>T1. 100% of formal lesson observations are 'good or better' with ~>50% 'outstanding'.</p> <p>T2. A core teaching methodology is developed/adopted.</p> <p>T3. The Mastery Curriculum is embedded across KS3.</p> <p>T4. All KS4 curricula and assessment are revised to meet the requirements of reformed GCSEs.</p> <p>T5. Study, revision and examination skills are embedded across the curriculum.</p> <p>T6. RWCM is embedded across the curriculum.</p> <p>T7. The effectiveness of LSAs is enhanced.</p>
Personal Development, Behaviour and Welfare	<p>P1. Overall attendance is ~>96%.</p> <p>P2. Persistent absence is <NA.</p> <p>P3. Fixed term exclusion rates are ~<NA, particularly for specific groups e.g. males and PP pupils.</p> <p>P4. Lateness is ~<1% of the pupil roll.</p> <p>P5. The % of pupils in sustained education, employment or training is >NA, particularly for specific groups e.g. SEND and PP pupils.</p> <p>P6. Pupils' leadership skills, mental health awareness and resilience are enhanced.</p>
Effectiveness of Leadership and Management	<p>L1. A balanced budget is produced that is not detrimental to pupil outcomes.</p> <p>L2. The feasibility of potentially increasing the PAN by one additional form entry is fully explored.</p> <p>L3. The affordability of extending/adapting auxiliary areas and classroom space are fully explored.</p> <p>L4. The Academy's land asset is sold and a new Science and DT building is constructed.</p> <p>L5. The Academy operates as the Lead School in a newly established ITT partnership.</p> <p>L6. EPAT expands in a sustainable way and provides high quality educational provision, standards and outcomes in local schools.</p>

2.0 Frequently Asked Questions (FAQ)

Q1. Who should I contact if I am considering whether my child should join the Academy?

Mrs. S. Lynn, SLynn@eastwood.southend.sch.uk is responsible for admissions.

Q2. Who is in charge of SEN?

Mr. Y. Moyet, YMoyet@eastwood.southend.sch.uk is the Senior Leader responsible for SEN.

Mrs. D. Furnival, DFurnival@eastwood.southend.sch.uk is the SENCO.

Q3. What is the role and responsibilities of governors?

The Principal reports to governors annually to inform them about the progress of pupils with SEN; this report does not refer to individual pupils and confidentiality is maintained at all times.

An assigned governor is responsible for SEN and meets with the Senior Leader responsible for SEN and SENCO during scheduled visits. A report is provided to all governors at the next scheduled Full Governors' Meeting.

Q4. What should I do if I think my child has special educational needs?

Your main point of contact at the Academy is your child's Head of House who will be able to discuss your initial concerns. An e-mail contact list is available on the Academy's website.

Q5. What additional information and support is available to me?

- Independent Parental Special Education Advice (PSEA): www.ipsea.org.uk
- SHIP Advisory and Advocacy Service - <http://www.southendinfopoint.org/kb5/southendonsea/aschmobile/home.page>
- The National Autistic Society.
- Southend Educational Psychology Service.
- School Nurse Team: <http://www.southendhospitals.nhs.uk/schoolnursing>

- Southend Young Carers.
- Police Community Support Officers: <http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/>
- Winston’s Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- Child and Adolescent Mental Health Service (CAMHS).
- Local Paediatricians.
- Local Occupational Therapists:
- Local Physiotherapists.

Q6. How does the Academy know if a pupil needs extra help with learning?

The Academy identifies and assess pupils with SEN as early and as thoroughly as possible using the revised Code of Practice.

Parents and pupil are fully involved in the identification and assessment of SEN, and the Academy strives for close cooperation between all agencies concerned, using a multi-disciplinary approach.

The Academy meets the needs of all pupils with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.

The Academy maintains up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of SEN determined by the DfE:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health.
- Sensory or Physical.

If a pupil has SEN, then their needs will fit into one or more of these categories.

A school’s provision for SEN is defined as *‘support which is additional to or different from that which is available to all pupils’*.

The Academy recognises that pupils make progress at different rates and not always in a steady linear pattern. Therefore, pupils are identified as having SEN in a variety of ways, including the following:

- Liaison with primary school/previous school.
- The pupil performing significantly below expected levels.
- Concerns raised by a parent.
- Concerns raised by a teacher.
- Liaison with external agencies.

If a pupil is identified as having SEN then their name will be added to the SEN register, but the Academy recognises that pupils' needs may change over time and provision will reflect this. The aim of any additional provision is for the pupil to achieve age expectations and/or their Forecast Grade, so once they reach this threshold they may be removed from the SEN register. If they fall behind again at any point, then they may be added to the register again.

Q7. How will the Academy support my child?

Subject teachers are responsible for the progress of pupils within their classes. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENCO is responsible for ensuring that:

- Teachers understand pupils' needs.
- Teachers are trained in meeting those needs.
- Teachers have support in planning to meet pupils' needs.
- The quality of teaching for pupils with SEN and provision across the Academy is efficiently managed.

Sometimes, some pupils require additional support to make progress across the curriculum because they are significantly below the expectations for their age and/or Expected Grade. The SENCO is then responsible for organising intervention for an individual, or small group of pupils, which might include one of the following provisions:

- Additional support in the classroom – departments have LSAs who support the teacher in the classroom. The SENCO is also able to direct a limited amount of 'hours' of additional support in the classroom, in cases where there is evidence that pupils are significantly below the expectations for their age and/or Forecast Grade.

- Withdrawal – when pupils come out of some lessons for pre-arranged sessions with LSAs on, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, mentoring, counselling etc.
- Disapplication – if long-term intervention is needed, a pupil can sometimes be disappplied from a subject on the National Curriculum in order to allow time for intensive support with learning.
- Catch-up Premium – a specially designed transition curriculum for pupils joining Year 7 who attained below a level 4 in Reading and/or Mathematics at Key Stage 2.

Q8. Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers during annual parents’ consultation evenings but teachers can meet with parents at any point in the school year to discuss pupils’ progress.
- In the case of individual or small group interventions, the SENCO and/or Senior Leader will write to parents explaining the aims of the intervention. Letters, phone calls, Groupcall texts or emails will be used to keep parents updated on their child’s progress and discuss support in more detail, if required.

Q9. How will the curriculum be matched to my child’s needs? What are the Academy’s approaches to differentiation and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. In the majority of curriculum areas, pupils are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Pupils are entitled to participate in all areas of the curriculum and it is the subject teacher’s role to differentiate resources and activities to ensure the pupil can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities.
- Small group or 1:1 learning with an LSA.
- Pre-teaching content or vocabulary.
- Over-learning topics.
- To set alternative activities for home learning.
- To provide specially targeted texts and resources appropriate for pupils’ reading ages.
- To provide additional apparatus or materials.
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties.

The Academy has a designated area – Learning Enhancement Suite – where pupils are able to work with LSAs on a 1:1 and/or small group basis.

The Academy provides a 'Home Learning Club' (Homework Club) which runs from 3.45 -4.35 p.m. (Monday-Friday) and is operated by all of the Academy's LSAs.

At Key Stage 4, pupils choose from a range of GCSE courses which help to prepare them for the next stages in their education, training, employment or self-employment. Pupils and parents are offered advice and careers guidance at the appropriate time to help make these important decisions.

Q10. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

The Academy offers an 'open door policy' where parents are welcome to make an appointment to meet with either a Head of Department and/or teacher to discuss how their child is progressing. An e-mail contact list is available on the Academy's website.

Planned arrangements for communicating between school and home include:

- Every pupil has a planner which travels between home and school every day so that so that comments from parents and teachers can be shared and responded to as needed.
- Each year group has at least one parents' consultation evening each year, when all subject teachers are available to meet with parents and discuss attainment and progress.
- Each year group receives an annual report which is dispatched proximate to the parents' consultation evening.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents, teachers and outside agencies involved in the pupil's education.

Q11. How does the Academy know how well my child is doing?

Teachers, as part of their Professional Standards, monitor and review all pupils' progress throughout the year.

The whole school system used at the Academy is the Pupil Achievement Tracker (PAT). This involves:

- Data collection each half term, from all teachers, showing the current level of attainment of all the pupils that they teach. This means that teachers and middle and senior leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.

- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCO and senior leaders, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed weekly by the SENCO.
- LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed termly during formal (PM) lesson observation cycles.
- The Vice Principal responsible PAT provides guidance for middle and senior leaders in regard to planning the curriculum and additional support for pupils.
- The Academy takes every opportunity to 'celebrate success' and informs parents accordingly.

Q12. What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the Academy?

The Academy operates a zero tolerance approach to behaviour management - [Behaviour and Discipline Policy](#).

The Academy also recognises that SEND pupils are a vulnerable group and takes appropriate preventative and progressive measures in regards to bullying – refer to the Anti-bullying Policy in the [Behaviour and Discipline Policy](#).

Pupils are assigned a tutor, Head of House and SLT Link who are responsible for their pastoral management.

The Academy commissions the LA Attendance Support Service to assist with maintaining high levels of attendance.

The Academy seeks to engage parents early and regularly to support them in the management of their child.

The Academy has an extensive First Aid qualified group of staff that, together with the Head of House, make judgements with regards to a pupil's health and wellbeing.

The Academy has a well-established Student Leadership Team and Student Council which support pupils.

The Academy employs a BCAP qualified counsellor who operates an internal counselling service.

The Academy also works with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting SEND pupils' need and supporting their families e.g. EHFSA referrals - http://www.southend.gov.uk/southendchildren/info/1/early_help

The Academy has arrangements in place for supporting LAC SEND pupils – refer to [Looked-after Children Policy](#)

Q13. How does the Academy manage the administration of medicines?

This is detailed in a separate policy – [Supporting Pupils with Medical Conditions Policy](#)

Q14. How will my child be able to contribute their views?

Pupils' views are highly valued at the Academy and their opinions are sought on many areas of school life, as well as their own learning. The Academy uses a variety of methods for seeking pupils' views:

- Arrangements are in place for consulting pupils with SEND about their education. Views of EHCP pupils will be sought, listened to and recorded, prior to review meetings. Further, in respect to pupils receiving SEND Support, the Academy commits to talking to pupils and parents regularly to set clear outcomes and review progress towards them, which will involve meeting with parents at least 3 times a year.
- The Student Leadership Team and School Council.
- Annual pupil questionnaire.
- Pupils leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at the Academy and their suggestions for changes to improve or develop pupils' experiences.

Q15. What specialist services and expertise are available at or accessed by the Academy?

The SENCO is very experienced and, although not required for her position, has acquired the National Award for SEN Coordination.

The SENCO liaises with many specialist services and outside experts to ensure provision for pupils is appropriate and meets all of their needs. The Academy works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, School Nurse, Clinical Psychologists/Psychiatrists (CAMHS), Paediatricians, Speech and Language Therapists and Occupational Therapists.
- Social Services – Locality Teams, Social Workers, Child Protection Teams and Family Intervention Programmes.
- Southend Educational Psychology Service.
- Dyslexia Institute.

SEN training is an on-going rolling programme of professional development for staff throughout the school year.

SEN training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the pupils.

The Academy works closely with other local schools, especially feeder primary school, sharing training opportunities, including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

Q16. How will my child be included in activities outside the classroom including school trips?

All pupils are entitled to be included in all parts of the school curriculum and the Academy aims for all pupils to be included on school trips; the Academy will endeavour to provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety is not be compromised. This may include specialist advice, where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Q17. How accessible is the Academy environment?

The site has recently been adapted so that the vast majority of areas can be reached via permanent ramps, meaning that the ground floors of the majority of the buildings are accessible for wheelchair users or those with impaired mobility. Where ramps are not installed, electronic lifts are available.

The site has three disabled toilets – front, middle and back of the Academy.

There are two car parks on site – front and back. Both have parking bays for disabled badge holders, marked clearly in yellow paint.

Q18. How will the Academy prepare and support my child when joining the school and transferring to college or a training provider?

Q18. Key Stage 2 –Key Stage 3

All pupils who have accepted a place at the Academy are invited to two induction events in June and July.

The SENCO and senior leader responsible for SEN visit feeder primary schools to meet pupils, gather information from Year 6 teachers and support staff, and to offer informal 'question and answer' sessions for parents.

Teachers are provided with information about all new pupils' needs, strengths and background before the end of Year 6.

The Academy operates a Summer School for all pupils who did not achieve a level 4 in Reading and/or Mathematics.

Every pupils' school file is passed on to the Head of House, (or, in the case of pupils with SEN, the SENCO) at the start of Year 7.

Q18. Key Stage 3 - Key Stage 4

At KS4 pupils choose from a range of GCSE courses which help to prepare them for the next stages in their education, training, employment or self-employment. Pupils and parents are offered advice and careers guidance at the appropriate time to help make these important decisions.

Q18. Key Stage 4 - Key Stage 5

All pupils in Year 11 are provided with independent careers advice to help them plan routes for education, training, employment or self-employment.

The Academy holds an annual careers fair and there are also opportunities for pupils to attend local colleges and education fairs, during Years 10 and 11.

Pupils are encouraged to consider attending university and the Academy works with HE establishments to provide experiences for pupils with aspirations to pursue this route.

Q19. How are the Academy's resources allocated and matched to children's needs?

The Academy ensures that all pupils with SEN have their needs met to the best of the Academy's ability, within the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.

Q20. How is the decision made about what type and how much support my child will receive?

The Academy's provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment and/or their Expected Grade.

There are always on-going discussions with parents for any pupil who requires additional support for their learning.

Q.21 How do I know if it has had an impact?

Pupils' attainment and progress is tracked through PAT and reported during annual reporting periods and parents' consultation evenings.

The impact at Key Stage 4 (Year 11) is delineated in the GCSE Results Report which is published on the website.

Q.22 What can I do if I want to complain?

Click here for the [Complaints Policy](#)

If you need confidential advice and support, you should speak to your local parent partnership service. Details of your local service can be found at: www.parentpartnership.org.uk

Legal advice on matters relating to education and SEN is also available from: Coram Children's Legal Centre: www.childrenslegalcentre.com
Independent Parental Special Educational Advice: www.ipsea.org.uk