

Colchester Academy

SEND Information Report

Aims and school Ethos for SEND

Our school is inclusive and aims to meet the needs of every pupil. We recognise the importance of high quality teaching and that some pupils will, at some stage, require support to enable them to meet their potential. We want our school to be a safe, secure and positive environment where children feel valued and are able to access a balanced, relevant and stimulating curriculum. We value our relationship with other local schools and work together to provide the best possible outcomes for the children and young people in that partnership. We will work within the requirements of the latest SEND Code of Practice which can be found here:

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy and information report aim to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND) Explain the roles and responsibilities of everyone involved in providing for pupils with SEND As a school we aim to:
- Promote equality of opportunity for all, whether disabled or not
- Eliminate discrimination that is unlawful under the Equality Act;
- Create an environment that meets the special educational needs of each young person and celebrates the achievements of all young people.
- Ensure that young people with special educational needs and disabilities are identified as early as possible, that their individual needs are assessed and the necessary provision/resources are put in place.
- Ensure all staff understand their roles and responsibilities in providing for young people with Special Educational Needs and Disabilities (SEND), and that every teacher is a teacher of young people with SEND. We place a strong emphasis on Inclusive Teaching to encompass the different learning styles and needs of all young people, including those with SEND.
- Enable all young people to have full access to all elements of the school curriculum.
- Ensure that parents'/ carers' knowledge of their children informs the identification and assessment process, and value their contribution in supporting their child's learning.
- Liaise closely with outside agencies to ensure accurate assessment and appropriate provision. Agencies include: Educational Psychology & Therapeutic Service; CAMHS (Children & Adolescent Mental Health Service); School Nurse Service; Social Services; Speech and Language Therapy Service (SALT), Special Needs Nursing Team, Sensory Impairment Team (for Vision and Hearing Impairment), Occupational Therapy Service, Attendance and Welfare Service, SEND IASS (Parents Advice Centre), Early Help Team, Specialist Education Services (SES).
- Ensure confidentiality of young people's information (Please refer to schools Data Protection Policy and Procedures).

Guidance: This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities The Special Educational

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Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

Partnership Ethos with the school

We believe that home and school should work together in partnership to provide the best possible outcomes for each child. Parents and carers are encouraged to take an active involvement in school life; for example, supporting home learning, attending meetings and encouraging young people to take part in events and activities. We ask parents and carers to share relevant information from home with us and we aim to provide information about each child that is helpful and clear. This will include regular progress reports, access to support from other professionals e.g. School Nurse, Family Support Workers and information relating to individual plans.

Arrangements for consulting with children and young people with SEND

Where appropriate, we will work with all children to discuss their learning and individual needs. We include them in conversations about their progress, welfare and achievements. We aim to include children with SEND in all areas of school life and listen to their views. We want all of our children, including those with SEND, to feel confident and to have high expectations of themselves so that they can achieve. During One Plan reviews we ask students a range of questions to ascertain their views about the support available to them.

The name and contact details of the Director of Inclusion and SEND team

Mrs Nicola Moore is the Director of Inclusion. She is contactable by telephone (01206 861217) or email nmoore@colchesteracademy.org.uk

Miss Heidi Wright is the Deputy SENDCO. She is contactable by email hwright@colchesteracademy.org.uk

Mr Darren Meitiner-Harvey is the Vice Principal of Inclusion and Personal Development. He is contactable by email dmeitiner-harvey@colchesteracademy.org.uk

Mrs Jane Marshall is the Learning Support Co-ordinator. She is contactable by telephone (01206 861217) or email jmarshall@colchesteracademy.org.uk

Arrangements for responding to complaints from parents and carers of pupils with SEND concerning the provision made at the school

We encourage parents and carers to raise any questions or concerns with us at an early stage, in order that issues can be resolved quickly and informally. We will look to achieve mutual understanding and agreement about all matters relating to an individual pupil. Should a parent or carer feel that a significant concern has not been sufficiently resolved, they should address the matter in writing to the Principal in the first instance. The school will then follow the Complaints Procedure where necessary.

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Where can parents and carers access the Local Offer?

This information is available from the Local Authority <http://www.essexlocaloffer.org.uk/>

Inclusive Teaching Ordinarily Available

At Colchester Academy, we are committed to providing quality first teaching. We use inclusive teaching methods which are adapted to meet the needs of all learners. We employ a range of strategies to ensure that all students can access the curriculum and make good progress. Teaching staff understand that they are responsible for all students with SEND. We ensure that all students are given the opportunity to make progress in every aspect of their education and development through our 'Ordinarily Available' framework for teachers and our 'Targeted Support' framework for those pupils who may need additional support.

Identification and Early Intervention

We aim to identify children with SEND using a graduated approach of Assess, Plan, Do, Review. This will be done using a range of assessments and observations and gathering evidence from teachers, parents, carers, Director of Inclusion, support staff and other relevant professionals. Where a pupil is identified as having additional needs, or is attaining significantly below age appropriate expectations, then further support will be put in place and recorded on an individualised plan. This is called a One Plan. The One Plan will be monitored and reviewed on a regular basis, involving parents, carers and children.

The school offers a range of additional interventions to support SEND children's learning and development. This could be done through focused group work, specific programs, one to one support or therapeutic support. Other professionals may be involved where appropriate. The interventions include:

Little Wandle Code - for readers working below their chronological age.

Rapid Read - for readers with below expected reading ages in Years 7 and 8

Lexia – a computerized tailored reading programme for struggling readers

Speech and language one to one and group sessions

Freckle – a computerised tailored numeracy programme for those struggling in maths

Touch typing skills

Emotional Literacy sessions delivered by our trained Emotional Literacy Support Assistants (ELSA)

There are a range of services available to support children with SEND. The school Director of Inclusion is experienced and knowledgeable. Teachers and support staff contribute significantly to meeting the needs and raising achievement. The school provides relevant training to staff to ensure current needs are met. Through our partnership with other local schools (through the Child First Charitable Trust) we are able to provide additional provision and training in:

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- Speech and Language Therapy
- Parent and carer Support
- Therapeutic services e.g. MIND
- School Counsellor

Information about the expertise of staff and how specialist expertise will be secured

All teaching and support staff are responsible for all children in their care, including those with SEND. They are responsible for ensuring the needs of each child are met (education, health and social) and ongoing staff training and development is planned to meet this requirement. Where a child has a specific need, relevant training and support may be assessed through:

- Child First Charitable Trust (e.g. speech and language therapist)
- Health and Medical Agencies (e.g. paediatric nursing team, local GP)
- School Nurses
- NELFT (EWMHS)
- Charities and voluntary organisations
- Educational Psychologist and Inclusion Partner

Additional support for children is timetabled by the school as is deemed appropriate, to meet the needs of each individual child.

Information about the school's policies for making provision for pupils with SEND, including effectiveness, assessment and reviewing progress adaptations to curriculum, additional support and wider support

The progress of all children, including those with SEND, is monitored and assessed regularly (at least termly) by subject teachers and senior managers. If the school has concerns about the progress of individual pupils, further assessments will be carried out to identify what the barriers are and what could be done to overcome them. Pupils, parents and carers will be consulted where appropriate.

Adjustments to the type of support/level and/or the curriculum will be made where necessary. Any adjustments will be recorded, monitored and evaluated in consultation with pupils, parents and carers. This consultation may involve other professionals or agencies.

Information about how equipment and facilities to support children and young people with SEND will be

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secured

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided.

These resources can be secured through:

- Specialist Teacher Team
- External advisors and professionals
- The school itself

The school is mindful of the need to be accessible to children and adults and has a number of facilities to this end such as disabled toilets, a lift to access each floor and height adjustable tables in classrooms.

How the governing body involves health and social care bodies, Local Authority support services and other bodies in meeting the needs of children with SEND

The governing body's policies in regards SEND, safeguarding and equality and welfare make explicit the duty for the school to make referrals or seek advice/support from the Local Authority and other outside bodies to meet the needs of children with SEND.

Contact details of support services for parents and carers of pupils with SEND, including those for arrangements in accordance with Clause 32

The Local Authority publishes its own Local Offer which contains contact details relating to support services available to parents and carers of pupils with SEND in Essex. (www.essexlocaloffer.org.uk)

Examples of support services which can be accessed by parents and carers of pupils with SEND include:

- Parent Partnership
- Families in Focus
- National Children's Bureau

School arrangements for signposting pupils transferring between stages of education and preparing for

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independent living

Where appropriate the school will liaise with a range of agencies and professionals during transition periods:

- 'Receiving' schools (new school that pupil is moving to)
- Children's Social Care (where appropriate)
- The Primary school your child is coming from
- The post 16 provision your child would like to move on to
- Specialist Teachers
- Preparation for Adulthood Adviser for Year 10 & 11 pupils with EHCPs preparing to move into post 16 education and training

The school will directly involve the pupil and parents and carers in such arrangements. This will usually involve structured visits/meetings, induction days, meetings with relevant staff (e.g. Director of Inclusion) and any necessary adjustments to the statement or EHC (Education, Health and Care Plan).