

**Ormiston Meridian Academy**

**SEND Information Report**

**Special Educational Needs Co-ordinator (SENCO):** Miss Amy Vigus

**Assistant SENCO:** Mrs Katherine Rostron

**Assistant Principal Line Manager for SEND:** Mrs Dawn Falamarzi

**Governor for SEND:** Dr Jason Lines

**Principal and overall accountability for SEND:** Mrs Claire Stanyer

**Release Date:** July 2023

**Review Date:** July 2024

Tel: 01782 377100.

Email: [avigus@omera.co.uk](mailto:avigus@omera.co.uk)

**4 Areas of SEND Need**

The areas of Special Education Needs and Disabilities fall within the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Many children and young people have difficulties that fit clearly into one of these areas, some have needs that span two or more areas and for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

**1. Communication and interaction**

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller

vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

## **2. Cognition and learning**

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

## **3. Social, emotional and mental health**

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and/ or different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems relating to mood (anxiety or depression), problems relating to conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive

developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder

#### **4. Sensory and/or physical needs**

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

#### **Current SEND status within the academy**

As of June 2023, we have 29 students with statements or EHC Plans, and 154 students receiving SEN support.

We have internal processes for monitoring quality of provision and assessment of need as well as students' progress towards outcomes. These include: learning plans, behaviour plans, and education health care plans, reading and spelling assessments, dyslexia screening and full AR assessments. Lesson observations and learning walks are also conducted by the SENCO.

#### **The graduated approach to SEND**

Best practice involves meeting pupils' SEN through implementing the graduated approach using the assess, plan, do, review cycle. Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



## Assess

We identify SEND (Special Education Needs and Disabilities) students using a variety of methods. These include:

- Data and information received from primary schools during the transition process, this includes SATs results.
- Carrying out assessments for Reading and Maths ages using STAR; an ICT based programme, British Picture Vocabulary Scale (BPVS) for vocabulary, Dyslexia screening tests and a wide range of testing for behavioural, social and emotional needs i.e. Boxall and Strengths and difficulty questionnaires.
- Lesson observations to identify issues in the classroom, and to monitor the students' on-going academic and social achievements.
- SEND referral is actioned by teachers who may have a concern about the child. This is followed by an assessment from the SEND team.
- Data is analysed 3 times a year during our assessment rounds (AR) to determine the progress made by individual students. The SENCO is responsible for ensuring effective provision is made for those students who are not making expected progress.

## ***Referral process to SEND and to 'The Arch'***

- Any member of staff with concerns about a student's learning and progress can refer them to the SENCO. This is done via the completion of an academy pro forma. Referrals are discussed at SEND meetings and the SENCO will complete a learning walk to gather additional information. Referrals to The Arch may be passed on from the SENCO following the initial observations.
- All staff are aware of the support provided by The Arch and are encouraged to discuss concerns or compile referral forms for individuals when appropriate.
- Parents/carers are encouraged to contact the academy regarding any concerns they have surrounding their child's learning and progress at any point throughout the academic year. Formally, your child's progress is shared with you via three reports and at a parents/carers evening.

Where needs are identified, a conversation would be held with the child and his/her parents/carers to establish the child's strengths and areas of difficulty, any concerns the parent/carer may have, the agreed outcomes and next steps.

## Plan

After assessment results are received, should they be below expected levels or show a lack of progress, plans will be made with the pupil, parents/ carers and staff to support the pupil's area of need. There are a range of interventions offered within the academy relating to literacy, numeracy, and emotional and social support.

## Do

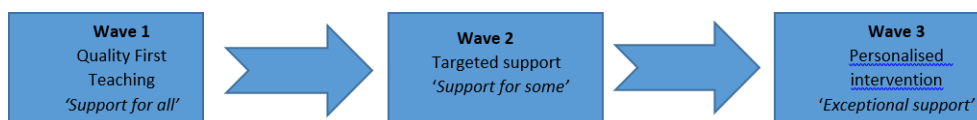
A 'learning plan' may be drawn up with the pupil, parent/ carer and member of staff responsible for monitoring progress. The pupil will be invited to the intervention programme to be attended, as appropriate.

## Review

Staff responsible will monitor progress as the intervention proceeds. Formal assessments and end of topic tests will be monitored half- termly. Parents/ carers will be notified on a regular basis to share progress. If progress is not displayed, further intervention may be required by outside agencies and parents/ carers will be fully informed and consent sought.

Following consultation additional provision will be based on agreed outcomes. The academy's SEN policy can be found on the academy's website.

## Whole academy approach



### Wave 1: Quality first teaching to support all students

Our approach to teaching students with special educational needs is fully inclusive. All teachers are teachers of SEND and all SEND students are entitled to a high quality education within a broad and balanced curriculum wherever possible. We set high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. Teachers use a range of teaching strategies and differentiate their teaching to support students in their classes. This will ensure all students are able to access their work but that a suitable level of challenge is present for all. Teachers will also use a range of strategies to specifically support SEND students and will work with the SENCO and teaching assistants to develop these.

### Faculty provision mapping

All faculty provision maps identify how we provide high quality, inclusive and effective support for all students, including those with additional learning needs so that all students meet and exceed their potential **in every subject**. The provision map focuses on the following areas to ensure that

planning and implementation meets the needs of all students whilst having high expectations for all students:

1. Curriculum planning
2. High quality literacy
3. Teaching, learning and assessment
4. Links to pastoral support

The provision map identifies ways in which the faculty is meeting the requirements of all 4 areas of need within a 3-tier graduated approach, underpinned by the Academy Achiever Values.

## **Wave 2: Targeted support**

**We have a range of strategies and interventions used to further support SEND students which include the following:**

- adaptations are made to the curriculum including the 'Catch Up' curriculum
- adaptations to the learning environment
- smaller class sizes
- deployment of teaching assistant support where required
- a three tiered literacy response:
  - All: Extended form time reading.
  - Some: Early Bird reading, Fresh Start (Year 7).
  - Smart reading (Year 8/9).
  - Few: Personalised curriculum with intense support for rapid development in English language and literacy such as Target 3.
  - In addition the SEND and inclusion teams offer: specialist dyslexia support, use of electronic reader pens, use of laptops, coloured exercise books, and coloured overlays.

## **Achiever Plans:**

Achiever Plans encompass the academy's achiever and core values in ensuring as an academy we shape lives, build ambition and ignite futures- whilst maintaining ambition for all. At our academy, we want to ensure that all students experience success and we strongly feel that with the use of the Achiever Plans, this will allow our students to do so. The aim of the Achiever Plan is to remove any barriers faced by students, which in turn will allow them to access all areas of their learning.

The Achiever Plans have been created with the student at the heart of them and involve discussions with the child, their teachers and support staff in order to gain a holistic view on what strategies are best used to enable our students to succeed.

By using the Achiever Plans, as an academy we can constantly and collaboratively share the day to day outstanding and effective quality first teaching which goes on to support the students and their individual needs. These will be reviewed on a termly basis, however if necessary can be amended sooner. With this evolving bank of strategies, all members of staff are then responsible in making sure that they regularly check and keep updated with the strategies provided.

An example of an Achiever Plan is below:

#### Area of need: Cognition and learning (MLD)

- Break tasks down and explain what they will be learning in the lesson both verbally and visually.
- Provide a list of key words and explain and contextualise them.
- Use simple questions to engage them and help connect learning by reminding them of what happened last lesson.
- Keep instruction short and simple and provide scaffolds and sentence starters when writing.
- Give the chance to think, pair, share before answering questions.
- Emboldened key content in texts and number lines so information can be located easily.
- Let the student know that it is okay to make mistakes and turn misconceptions into small steps to success- e.g. - spellings of key words, using capital letters, using paragraphing or punctuation
- Remind them that presentation is important and praise him for writing dates, titles and underlining them

#### Attendance

- Praise for being part of the lesson and emphasise the importance of being in every day.
- Emphasise the amount of progress that has been made in the lesson.
- Encourage excellent attendance by personalised rewards e.g. Certificates, phone call homes etc.
- Ensure any gaps in learning are bridged by providing copies of the slides used in the ppt with key learning and content.
- Encourage them to read the slides and catch up on what has been missed.
- Positive phone calls.

#### Numeracy

- Use visuals to support interaction- number lines, counting blocks.
- Model approaches to problems.
- Provide perfect examples.
- Provide immediate feedback.

#### **SEND learning walks:**

In order to monitor and track the effective use of the Achiever Plans and SEND support, learning walks will take place each assessment round to ensure not only that the information on the Achiever Plans is being implemented but also to see if there are any strategies that may need changing/updating. Learning walks check that the students' needs are being met, whilst also providing the chance to highlight any outstanding quality first teaching which then can be shared throughout the academy through our CPD programme to guarantee that the same level of commitment to supporting SEND students is shared for all members of staff- especially those who may need extra support.

### **Leadership opportunities:**

Our academy prides itself on creating the leaders of the future through our extensive and ambitious leadership opportunities. As an academy we want to ensure that **all** students are the given chance to demonstrate their leadership skills- whether it be within the classroom, around the academy or through one of the many specialised leadership teams. The aim is to provide students with the cultural capital and responsibility needed for successful transition into life outside of the academy.

### **Student voice:**

Honesty and respect are two of our fundamental Achiever Values, which is why we deeply value the input and constructive feedback of the students. As a result, after each assessment round, a sample of student voice will be collated so that all students including our SEND students are given the opportunity to share their thoughts regarding the quality of education they are receiving. This allows us then to gain insight into ways we can continue to improve as an academy to provide students with the best possible experience during their time at our academy.

### **Wave 3: Personalised intervention**

#### **English Language and literacy intense support**

Literacy intervention for SEND students is provided according to specific need. In years 7 and 8 this may come in the form of Fresh Start for those who struggle with reading fluency, or in SMART reading for those who struggle with comprehension. In year 9, SMART reading and writing continues alongside Bedrock in order to enhance vocabulary. In years 10 and 11, focus shifts to the skills required in English Language, specifically working on the reading and writing skills required at GCSE.

### **The Arch**

The Arch is a friendly, non-judgemental department within the academy which is often used as a safe and nurturing environment for many students. The main aims of The Arch are to engage, encourage and inspire young people by using a range of inclusive programmes which meet the needs of the individual. Within the department, there are two highly skilled and dedicated staff (Mrs Corbishley and Mrs Tomkinson) with a passion to support and guide those students who may face different challenges both in the academy and in their home lives. Through the Arch, inclusive programmes can be accessed which meet the health and well-being needs of our academy community. These are bespoke and tailored to individual students, as we realise that life challenges



can make us vulnerable at times and our may need social and emotional support alongside their academic teaching.

Below is a list of the programmes on offer at the Arch and a brief explanation of what is included.

#### Transition:

The Arch works closely with primary schools in the early identification of students who may benefit from enhanced transition packages. Visits within the primary school setting take place where the Arch team introduce themselves and engage in Q&A time with the students. Accompanied visits to the academy are then arranged- these could be small group or individual visits. During visits students meet key members of staff, tour the academy and participate in activities to familiarise themselves with the lay out of the classrooms and to support their transition. Finally, some of the academy rules and expectations are explained before they join the academy community in September.

#### Learning Curve:

The Learning Curve (nurture group) supports the successful transition into Year 7 by building the confidence, self-esteem and social skills of the students through the sessions delivered. These are small groups of approximately 12 students. We promote positive behaviour by providing a flexible resource to young people. By modelling good inter-personnel skills we encourage improvements in self-esteem and develop confidence, enabling student to build close trusting relationships. We use strategies that are pro-active and re-active to build resilience in young people.

#### Breakfast Club:

We offer free Breakfast Club each morning before the start of school, in a relaxed atmosphere, giving students a positive start to the day and the opportunity to address any issues they may have. This is mainly offered to Year 7 students but is available to any student who may benefit. It is a brilliant way for students to share time with both peers and staff in a social environment.

#### Emotional Regulation:

The Emotional Regulation programme is designed to provide young people with the opportunity to discuss, analyse and describe what triggers anger and conflict in their lives. The aim is to provide young people with an insight into the skills and strategies needed to positively help resolve any

issues and conflicts, whilst giving young people the opportunity to discuss and compare issues in relation to conflict and anger in a safe environment.

This is a 6 week programme for groups of 6-8 students for 1 hour a week. However, this may also be delivered on a one to one basis if required.

#### Self-esteem:

Through this programme we aim to raise self-esteem, improve confidence and encourage the building of trusting relationships between students, staff and peers. Using activities, discussions worksheets and art and crafts we aim to promote self-esteem, which in turn will have an impact on achievements both in and out of the academy.

This is a 6 week programme for 6-8 students for 1 hour a week.

#### Art Therapy:

Art Therapy is a form of expressive therapy using creative process of art to improve emotional, physical and mental wellbeing in a safe, relaxed area, working at the pace of the student. Art therapy can be used to relieve stress and relax the mind and body.

#### Physical Impairment Support:

We support any students with physical impairment by making reasonable adjustments. We work with outside agencies to provide the best support and provisions on an individual basis. This may include personalised timetables, access arrangements and additional adapted equipment that may be necessary.

Arrangements for providing equipment and facilities for students with special educational needs are handled in accordance with Derbyshire LEA and NHS Trust. We work closely with the physically impaired, visually impaired and hearing impaired services. We also work closely with medical professionals in order to meet the individual needs of pupils with SEND.

#### Mental Wellbeing Support:

Working in the academy we have Mr Dawson- a counsellor from North Staffs Minds- one day each week. He works on a one to one basis with identified students.

### Bereavement support:

As an academy, we are part of the Mental Health Trailblazer and are investing in training staff to complete initial counselling skills. Currently there are designated members of staff who are completing the Cache level 2 Certificate in understanding Children and Young people's Mental Health. Additionally, staff are working towards Certificate in counselling Level 3.

### Princes Trust Achieve programme.

The Prince's Trust Achieve programme helps 11 to 19 year old develop the skills and confidence they need to reach their goals through relevant, engaging and informal learning. The programme aims to improve young people's attendance, behaviour and attainment.

### Life skills

For some, the academy's regular routines are harder to achieve. To re-engage these students in education we build positive relationships with staff and peers offering a structured time in The Arch working on Life skills, introducing topics such as healthy eating and diet, using 1-1 time learning about nutrition, preparation of food and producing types of food. This links into the schemes of learning in the Design and Technology faculty.

### New admissions

New admissions will complete baseline test to ensure students are placed in the correct classes. These tests also highlight any additional support that may be required.

Before attending lessons students will be given a tour of the building and introduced to key members of staff. Daily academy routines and academy rules will be explained so that students to have a positive introduction to our academy.

### **Therapy dogs: Angus and Chester**

We are extremely fortunate to have an onsite therapy dog who works with students once a week. Angus is a highly trained behavioural dog who works with some of our most vulnerable students. Students are selected by pastoral staff. They may be those at risk of permanent exclusion and or those who have been internally excluded. The overall goal is to give these students long term solutions to their barriers to education in order to lay strong foundations for a positive future. The

aims of the programme are to improve academic achievement, calm behaviour and to increase self-esteem, social skills and confidence. Working with Angus educates students about responsibility and to respect others. Evidence shows that working with a therapy dog can motivate those who may have previously disconnected with education.

Students have a one-to-one session with Angus and Adam to discuss their behaviour during the previous week and to practise new behaviour and response strategies for the next week of learning. Students then use a variety training techniques with Angus and discuss how these may be similar to their own behaviour choices and self-regulation. Adam and Angus deliver assemblies to encourage pupils to think about their behaviour and choices both within and beyond the academy.

Angus aims to support students with their social and emotional wellbeing. When in lessons, many of the pupils who Adam and Angus associate with are self-conscious about their reading, so by using one-to-one sessions to read to Angus about key issues linked to their learning, we are seeing a more positive response to the form time 'reading widely and often' programme. We hope to continue to grow this programme in the future, for example: working with pupils who suffer from exam anxiety and also have Angus in selected lessons for particular pupils as a calming influence and emotional regulator in the room.

### **Reducing anxiety management plans (RAMP)**

Risk Assessment Management Plans exist to support students and staff in helping to maintain their own safety and deescalate any potentially challenging and dangerous situations. Each plan is individually written and exist for the most extreme cases where there is a concern that the student could pose a danger to themselves, other students or staff. Included in the plan is descriptions of typical behaviours, how these can escalate and strategies to deescalate these as safely as possible. Strategies are discussed with parents/ carers and sometimes with students as appropriate.

### **Lego Therapy**

Children who appear within the autistic spectrum or those with specific communication difficulties, sometimes find it challenging to understand what is expected of them in a social situation, particularly during unstructured social situations. LEGO based activities provides a highly structured environment

where everyone plays a specific role within the group in order to develop and enhance social communication skills.

The main aim of the sessions is to promote social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. The sessions will help to improve language, social skills, self-esteem, confidence and to develop their fine motor skills, which together which will all aid their overall skills in social situations. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.

The sessions are for 6 weeks and will last for approximately 40 minutes (once a week). The sessions are designed for all children with all abilities.

### **Specialised careers support- 'You're Hired'**

Shaping lives, Building Ambition and Igniting Futures is our academy's ambition statement. We are dedicated in ensuring that our SEND students receive tailored support to ensure they are equipped with the necessary skills needed to go on and be successful young people. We are extremely fortunate to have a designated specialist TA who delivers an enhanced careers programme for SEND students. These sessions are bespoke to an individual child and aim to address skills such as communication, listening, team work and creativity whilst offering support with college applications and future career choices to enable all students to aim high and achieve their full potential.

### **Strengthening Minds programme:**

We recognise the important of mental health and wellbeing of our students, and how this can impact a student's ability to learn and access the school environment. As a result, we have appointed 3 specialist HLTA's who have specialist in delivering bespoke interventions including positive communication, school engagement, self-esteem, positive behaviour and emotional regulation and personal development. These sessions aim to support social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

## **Admissions arrangements**

Admission arrangements for students with SEN or disabilities include:

- Completion of Pivot form to identify possible difficulties in whole year 6 cohort.
- Completion of Boxall Profiles for specific pupils with mental, social and emotional difficulties
- Primary school liaison between SENCo and feeder school SENCo, Head of Year 7 and 'The Arch' support assistants
- SEND induction day prior to mainstream induction day.
- Whole school induction day for intake students in the summer term.
- Screening of all year 7 students by standardised testing.
- Individual testing to ascertain more detailed information in order to supply support.

### **LAC SEND:**

During the transition process the designated Safeguarding lead will attend the last review meeting for any Looked after Child. This will allow us to get the background of the child, meet foster carers/social workers and begin to build positive relationships with the student and carers. This gives us the opportunity to collate information regarding successful strategies from primary school which then can be shared with teaching staff. In addition to this, it will highlight any future interventions or reasonable adjustments that may be needed when the students join the academy.

### **EAL SEND**

At Ormiston Meridian Academy, we celebrate that we are a multicultural school and support all EAL students at any stage of their learning. Our staff are regularly trained to meet the needs of all of our EAL students and intensive communication between all departments/ faculties takes place to provide the best possible support for those who may be SEND and have English as an additional language.

Roles and interventions of the EAL department are:

- PIE (Proficiency in English) lessons- intensive 1-2-1 support or small group work focused on PIE development and assessment for CENCUS.
- Support in lessons (Students at risk and particularly GCSE)
- Reading project- students who may need extra support reading.
- Home visits and phone call homes to parents with no or little English.
- Learning walks- to monitor how EAL students are engaged in lessons with no support.

- College transition
- EAL training to new staff (Keele University and Staffordshire University)
- Lunchtime drop in for EAL students.
- Observations and consultations with teachers to support learning of any EAL student.
- Monitoring and tracking of EAL key word dictionary.
- Encourage students to take part in extracurricular activities (e.g. Choir/Music) where they can shine without language.

### **Transition:**

We start transition with visits to Primary schools to discuss information regarding your child, followed by Year 6 Transition Days. There are opportunities for you and your child to visit the academy at any time prior to them starting Secondary school. The SENCO also attends Y6 reviews, to ensure effective communication, and that support is in place for children when they start Y7.

In Y11, if your child has an EHCP, they will have met with our careers advisor to create a plan for their Post-16 education to plan the specific progression needs of the student and how the academy and the local authority can best support this. All students within the academy will have at least 2 meetings with a careers advisor irrespective of their SEND needs.

### **Consulting with staff, students and their parents**

Involving staff, students and their parents in the dialogue is central to our approach and we do this through:

Action / Event	What is this?	Who's involved	Frequency
Annual Review of Education Health Care Plan	A statutory annual document. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them. These are shared with parents to discuss the progress made by the students.	SENCO, professional agencies involved with the pupil and family, pupil, parents/carers/ teachers, teaching assistants, pastoral staff.	Yearly (after date it was originally written), however an interim annual review can be called any time throughout the school year.
SEND K Achiever Plans	The views of all parties are considered and recommendations are made accordingly. Regular communication will ensure your child's needs and targets are reviewed and your views and the views of your child are recorded and shared with the Academy.	Staff responsible, pupil, parent/ carer.	Achievement rounds (termly).
RAMP Plans	Risk Assessment Management Plans exist to support students and staff in helping to maintain their own safety and deescalate any potentially challenging and dangerous situations.	Behaviour lead/Pastoral team.	When required- reviewed when necessary.
The Arch	A designated resource centre within the academy which aims to support and nurture the most vulnerable students.	The Arch staff.	Individual for each student. Accessible daily.
Formal Assessments	Assessment rounds which formally assess learning that has taken place throughout the term. All students will be provided with revision lists and dates of assessments will be uploaded onto google classroom.	Teachers, pupils.	Termly.
Academy reports	School report which highlights students' progress across all subject areas. Encourages the opportunity for discussion if there are any areas parents/carers are not happy with.	Teachers, pupils, parents/ carers.	One each achievement round.



	Meetings with subject teachers can take place.		
Parents' Evenings	Opportunity to meet subject area teachers on a 1-2-1 basis and discuss areas of concerns and achievement.	Teachers, pupils, parents/ carers.	Annually.
TA's	A member of staff who offers extra support beyond quality first teaching. TA's will be responsible for making frequent phone call homes and attend meetings to ensure progress of student is being monitored.	SEND team, pupils, and teaching staff.	When there is an EHCP student in the classroom.

### **CPD related to SEND**

- The SENCO is in the process of completing the National SENCO Award.
- The academy has a programme of CPD to improve the teaching and learning of children including those with SEND. This includes whole academy information & Training on SEND issues such as ASD, dyslexia and Quality First Teaching etc.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of individual students within the academy.

### **The allocation of equipment and facilities to support SEND students**

- The academy budget, received from Stoke-on-Trent LA, includes money for supporting children with SEND. The Principal and Governors deploy financial resources on the basis of needs in the academy.
- The SEND team have a budget allowing the department to purchase specialist equipment which may be required. We ensure resources are personalised to meet the child's needs. Parents/Carers can discuss this with the SENCO at their annual meeting.
- The building is fully wheelchair accessible, with two lifts. We also have evacuation chairs to ensure the safe and swift evacuation of those with physical disabilities.
- Hearing loops are active in key areas of the academy building, such as the main hall and reception.
- Pupil premium funding is available for our disadvantaged SEND students. For more information concerning where this money is allocated, please see the Pupil Premium Funding 2019-2020 plan.

How we consult parents and students:

Parents/Carers are involved in the provision and support provided for their child. This includes:

- Parent/ Carers Evenings – parents/ Carers will be invited to these evenings where you will have the chance to discuss your child's/young person's progress.
- Academy Reports – sent home to parents/carers to follow the progress of your child.
- Annual Reviews for students with an Education Health and Care Plan (EHCP) are reviewed annually in collaboration with parents/ carers and the child.
- Achiever Plans – parents/carers will receive a copy of their child's Achiever Plan in which the parent/carer will be given the opportunity to feedback on potential useful strategies they feel would best support their child.
- Telephone contact from staff who work directly with your child.
- Discussion with parents if a referral is needed to an external agency, such as CAMHS, Young Minds, Speech and Language or Educational Psychology.
- Operate an open door policy ensuring parents are involved at each stage.

How the academy deals with complaints:

- If a parent/ carer wishes to raise a concern or complaint in regards to their child's SEND provision, they should initially contact the SENCO, Miss Vigus.
- If the matter is not resolved, the parent/ carer may wish to meet with the Principal about their concern.

- They will also be given details of the Governor for SEND, should they wish to discuss the matter with them.
- Please see the academy complaints policy for more detail.

How the Governing Body involves other agencies:

The academy works with local services to support families and students. This includes Family Support, Service Co-ordinators, School Health, Youth Services, CAMHS, and Social Care, to ensure students and their families receive support to enable students to achieve their academic and social potential.

Support Services:

Parents can get independent support for all issues relating to SEND

Support Services Links for parents:

Advice and Support Service (IASS)

Tel: 01782 234701/01782 234847

Email [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

Website: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

Education Psychologist – Dr Alison Smedley

Tel: 01782 234700

Email: [ed.psychology.admin@stoke.gov.uk](mailto:ed.psychology.admin@stoke.gov.uk)

CAMHS Team - Children and Young People emotional wellbeing and mental health

Academy Counsellor - Robert Dawson will be in school every Monday 9am-3pm

Tel: 0300 123 0907 Option 4

Email: [sch-tr.camhspla@nhs.net](mailto:sch-tr.camhspla@nhs.net)

Website: [www.camhs-stoke.org.uk](http://www.camhs-stoke.org.uk)

Changes Young People - Emotional wellbeing and mental health support for 8 to 18 year olds in and around Stoke-on-Trent, Newcastle-under-Lyme and Staffordshire Moorlands.

Tel: 01782 41 33 55

Email: [yp@changes.org.uk](mailto:yp@changes.org.uk)

Website: [www.changesyp.org.uk](http://www.changesyp.org.uk)

Dove Service - Grief support charity in Stoke-on-Trent & North Staffordshire, providing services to people within the community from the age of 4+ who are experiencing issues relating to bereavement, loss or life-changing illness.

Tel: Head Office: 01782 683155 / 683153

Email [enquiries@thedoveservice.org.uk](mailto:enquiries@thedoveservice.org.uk)

Website: [www.thedoveservice.org.uk](http://www.thedoveservice.org.uk)

Young Minds - Worried about a child or young person's behaviour or mental health?

Parents Helpline: 0808 802 5544 (Monday to Friday 9.30am – 4pm, free for mobiles and landlines)

Text: Urgent help text YM to 85258

Website: [youngminds.org.uk](http://youngminds.org.uk)

Academy Nurse Hub – Nurse Sandra Carr is in school once a week - Our Health 5-19 Public Health Advisory Service/Targeted Intervention Service 5-19.

Tel: 0300 124 0362

Email: [ourhealth5-19@ssotp.nhs.uk](mailto:ourhealth5-19@ssotp.nhs.uk)

In addition to the support we offer within the academy please see a number of links that can be used at home;

<https://www.bdadyslexia.org.uk/parent>

[www.dfes.gov.uk/sen/](http://www.dfes.gov.uk/sen/)

<https://corbettmaths.com/>

<https://literacytrust.org.uk/secondary>

<https://www.nosweatshakespeare.com/>

Where to find your Local Offer:

Stoke on Trent Local offer [www.stoke.gov.uk/localoffer](http://www.stoke.gov.uk/localoffer)