

Yate Academy

SEND Information Report

2023-2024

Date: January 2024

This report applies to Yate Academy and all governors and staff of the school must abide by the scheme, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

This report is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

Approval and review:

This report is the responsibility of: SENCO

This report was approved by the Local Governing Body on:
17/01/2024

SEN Information Report

This report describes Yate Academy's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Katie Barber

This report was reviewed and updated on: 9th January 2024

This report was approved by the School Governing Body on: 17/01/24

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by: Katie Barber*

SENCO:

Katie Barber: email: kbarber@yateacademy.co.uk

Headteacher:

Eddie Rakshi: email: erakshi@yateacademy.co.uk

SEN link governor:

Lisa Straccia: email: lstraccia@greenshawlearningtrust.co.uk

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Yate Academy School SEN Information Report

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties
- We also have a Resource Base for student with an EHCP:Hearing Impairments

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will also use our online literacy testing (NGRT) to ascertain standardised scores and reading ages.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether an additional provision is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' and students' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.

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- We will formally notify parents when it is decided that a pupil will receive SEN support
- This information will be put into a school pupil passport and sent out to all staff involved with the student.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.
- Data from relevant additional assessments

All teachers and support staff who work with the pupil will be made aware of their needs, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

For students with an EHCP who are leaving Yate Academy to move to 6th Form, college, to an apprenticeship, or alternative provision, we will pass on all the information we have including Exam Access Arrangement information. We will agree with parents and pupils which information will be shared as part of this. For students with an EHCP, we can also access support from the 0-25 Preparing for Adulthood Team, who are able to support applications, advise on suitable next steps and support with travel training.

Transition from Year 6:

The SENCO and Deputy SENCO have excellent relationships with staff at our feeder primary schools.

- During Term 4 and 5 the SENCO/Deputy SENCO, Transition Coordinator and KS3 Pastoral Manager start to meet with the teachers, SENCOs and Head Teachers of the primary schools to gather information about pupils who will be part of the new Year 7 cohort.
- Information from these Year 6 Transition visits with the primary schools is combined into a Pupil Passport for students for their new teachers at YA.
- If a child has an Education, Health and Care Plan, the SENCO/Deputy SENCO should be invited by the primary school to attend the Year 6 Annual Review Meeting.
- For some pupils who may require an enhanced transition package, we run an enhanced transition programme during the final term of Year 6. This is for students with an EHCP and vulnerable students at SEN support as highlighted by their Primary School.
- A small minority of pupils will require further enhanced transition and this can include visits to Yate Academy from as early as January in Year 6
- Parents and children are welcome to visit to support the transition process.

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6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Yate Academy we support all children, including those with SEND by using High Quality Teaching Strategies which include modelling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions:

Cognition and Learning:

Year	Intervention	Students involved	Frequency	Delivered by
7,8,9	Read, Write, Inc Fresh Start	Students with a SAS: 90 or below are tested for this	4 x 30 mins a week	SENCO Deputy SENCO Trained TA
8, 9	Reading programme: Active reading Strategies and Discussion.	EHCP students with a NGRT score of -70 or students with an EHCP who need practice identifying emotions, different points of view	5 x 20 mins per week during tutor read	TA
7,8,9, 10	Homework club	EHCP K students – invitation From SENCO	2 x 1 hour after school for each year group	TA
Year 11	Functional Skills Entry level English: functional reading and writing skills	Assessed: Significantly low reading scores for students with provision stipulated in their EHCP.	5 x 55 mins a fortnight	Teacher of the Deaf- Qualified English teacher
All years	Access to a Google Chrome book	Students whose writing has been assessed as illegible, or who have severe difficulties with their handwriting		

KS3 /4	Rock Steady: construction courses	Students who are having significant difficulties accessing curriculum/behaviour difficulties	Based on need	Behaviour team
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All years	In class TA support	SEND students	As per EHCP	TA
All years	Coloured exercise books	Students where there is clear evidence from a dyslexia diagnosis or other professional that this is needed		

Communication and Interaction:

Year	Intervention	Students involved	frequency	Delivered by
7-9	Speech and Language: Language for behaviour and emotions Inference Overall oracy	Students identified through EHCP, SALT reports/ assessments Ed Psych referral	2 x 30 mins per fortnight	Delivered by TA

Social, emotional and mental health:

Year	Intervention	Students involved	frequency	Delivered by
All years	Meet and greet	EHCP: difficulty coming into school or SEND support students as per recommendation from external agency	When needed	TA
All years	Key worker: liaison with, pupil, staff and home	EHCP and vulnerable SEND support students- decided by SENCO working with pastoral and behaviour team	At least termly	TA
7+ 8	Break and lunch time club	EHCP students, vulnerable SEND support students. Invitation from SENCO.	daily	2 x TA
All years	End of day check in	EHCP students as stipulated in their EHCP	3-5 times Per week 20 mins	TA
All years	Sensory diet-movement breaks	Students where this is stipulated in their EHCP or from an outside professional such as an Occupational Therapist	As needed	
All years	Zones of Regulation	As per outside agency recommendation	Once a week	TA
All Years	Jamie's Farm	Staff recommendation	1 week a year	Teaching

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				staff
All years	Mentoring	Students who are struggling with behaviour and managing their emotions	weekly	Mentors From organisation
All Years	School Health Nurse	Referrals from outside agencies	Drop ins or time decided based on need	School Health Nurse
KS3	Peopleton Brooke Farm	Recommendations from Pastoral/behaviour team	Based on need	Behaviour/pastoral team
KS3	Kendleshire Golf Club mentoring	Recommendation from outside agencies	Based on need	Behaviour team
All years	Grass Routes: Promotes self-confidence, resilience and enjoyment of school Activities include: -Problem solving -Outdoor off site climbing -Onsite team building -Bristol Harbourside visit -University visit -Celebration	Students are selected based on attendance, resilience and confidence	6 sessions over 6 weeks	Character team working with pastoral/behaviour And SEND team
All years	Off the Record	Recommendations from outside agencies/ pastoral team	Based on Individual needs	Pastoral team
All years	Young Victims	Recommendations from Safeguarding team	Based on Individual needs	Pastoral team

Hearing Resource base:

Year	Intervention	Frequency	Students involved	Delivered by
All	1:1 ToD lessons	Dependent on need	Students with an EHCP for the HRB	ToD
7-9	Pre and post teaching: language	Dependent on need	Students with an EHCP for the HRB	ToD
7-11	Managing anxieties	Dependent on need	Students with an EHCP for the HRB	ToD
8	Independent working strategies	Dependent on need	Students with an EHCP for the HRB	ToD
8	Fundamental literacy skills	Dependent on need	Students with an EHCP for the HRB	ToD
8	Social skills	Dependent on need	Students with an EHCP for the HRB	ToD
11	English support: focus on grammar	Dependent on need	Students with an EHCP for the HRB	ToD
11	English support: focus on inference and extended writing skills	Dependent on need	Students with an EHCP for the HRB	ToD
11	Social skills	Dependent on need	Students with an EHCP for the HRB	ToD

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Sessions with ToD:

The content of these sessions depends on identified needs but to summarise:

All pupils receive audiology support at least once a month - checking personal and classroom hearing equipment is working optimally, and supporting the pupil to be part of this process so they develop an understanding of their audiological needs. Progress with this is tracked using our HRB Pathway tracker.

Early Help:

All students at Yate Academy can have access to our Early Help Room in Student Support if their needs are such that this provision is required.

Early Help offers:

- Mentoring
- Help with self-quizzing
- Check ins and more bespoke support through outside agencies

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- In terms of our curriculum lessons are planned with the necessary scaffolding in place to ensure that all students are able to achieve the learning objectives.
- Using recommended aids, such as laptops and reader pens where available, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing time, vocabulary, visually, chunking down work into smaller steps.
- The school building is wheelchair accessible
- There are multiple disabled toilets which are large enough to accommodate changing and personal care hygiene care.
- There is a Hearing Resource Base which is available to support hearing-impaired children with a HRB EHCP
- The school building is maintained to support children who are visually impaired.
- There are two lifts.

There is a bidet for students with significant hygiene difficulties. This provision is recommended by an Occupational Therapist/Physiotherapist

8. Additional support for learning

We have 1 part time teacher of SEND (Deputy SENCO): experience in teaching and supporting students across the different age ranges and across the different areas of SEND.

We have a qualified Teacher of the Deaf who leads the provision and intervention for our students in the HRB.

In total, we have 2 full time teaching assistants for our HRB. 7 full time TAs and 1 part time for other students with SEND. TAs are assigned to a subject based on their expertise.

We have:

2 teaching assistants who are trained to deliver interventions for Read, Write Inc

3 teaching assistants who are trained to deliver interventions in Languages for Behaviour and Emotions

We work with the following agencies to provide support for pupils with SEND:

- Sensory Support
- Educational Psychologist
- Off the Record
- Occupational Health
- Physiotherapists
- School Health Nurse
- CAMHS/ PCAMHS
- Compass
- Families Plus
- Speech and Language Support
- South Glos Cluster group
- Educational inclusion officers

9. Expertise and training of staff

Our SENCO has 12 years of experience in this role and has worked as a language teacher for 22 years. Our Deputy SENCO has been a qualified and practising SENCO since 2021. She has expertise in Early Years and primary School teaching. We also benefit from a Lead Practitioner teacher who has responsibility for SEND. They have a wealth of teaching experience.

The SENCO is allocated 25 hours a fortnight to manage SEND provision (including the day to day running of the HRB) and complete Exam Access Arrangement work

We have 2 full time assistants for our HRB.

7 full time TAs and 1 Part time TA for other students with SEND

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Finally, we have a qualified Teacher of the Deaf who leads the provision and intervention for our students in the HRB.

All of our staff are able to attend the school's Teaching and Learning CPD programme. This includes in house training, online training and other external courses.

Staff within the Learning Support Department have received training on:

- Supporting students in the classroom
- HRB TAs Deaf awareness training/ anxiety in deaf children
- ADHD
- Dyslexia
- ASD
- How to support students with their Exam Access Arrangements
- They have also undergone Child Protection Training and Prevent Training
- Maximising the Impact of TAs in the classroom
- Safeguarding training

Some TAs have had experience in:

- Working in earlier year settings
- Working with students with specific physical difficulties
- Speech and language
- Zones of Regulation
- Emotional Coaching
- sensory diet support

Our TAs are part of the whole school teaching and learning programme and follow the 6 principles of being a teaching assistant. These principles align to those of teaching staff:

- High expectations of learning behaviours,
- Quality of instruction,
- Subject mastery,
- Making it stick,
- Adaptive teaching,
- Effective feedback.

TAs have a developmental drop in by the SENCO and or Teacher of the Deaf/member of SLT/Lead practitioner. These take place at least once a term.

The SENCO has the following qualifications:

SENCO (Secondary)	<ul style="list-style-type: none">● BA (Hons) Degree: French and German Language and Contemporary Studies● PGCE: French and German Secondary
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	<ul style="list-style-type: none"> • Post Graduate Qualification: Supporting Vulnerable Learners • Post Graduate Qualification: Dyslexia and Literacy Difficulties • National Award-SENCO (Post Graduate Level) Dissertation on supporting students with ASD. • Child Protection Training Level 1 and 2 • Training in dealing with students with Trauma • Training in management in schools • TEFL- Certificate in teaching English to students as an additional language. • TEEP Training Level 1 • Zones of Regulation • Direct Instruction: Corrective Reading • Read Write Inc • Emotional Coaching
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We also buy in an Exam Access Arrangement Assessor Carol Wells, who assesses our students at the end of Year 9 or the start of Year 10 to see what support they need in their GCSES. The assessor will assess students who are in the SEND register and who teachers have put forward due to observations of difficulties within the classroom or in assessments. Her qualifications are as follows: PG Diploma in Dyslexia and Literacy AMBDA

10. Securing equipment and facilities

We ensure that all children with special educational needs are provided for to the best of the school's ability.

Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

Students who struggle to write legibly or have a physical difficulty may have access to a school chrome book. This will remain the responsibility of the child.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by the following:

- The subject teacher continuously assesses each child. Twice a year a school report is produced which shows how well the student has done, compared to the average score in each subject. This allows for us to identify student progress relative to the rest of the year group.
- Progress is continually tracked from their admission through to the end of Year 11 (or Year 13 if they attend VI Form).
- Children who are not making expected progress are identified, reasons why the child may be experiencing difficulties are explored and a discussion takes place as to what further support can be given to aid their progress..

- Reviewing the impact of reading interventions through the use of NGRT testing 2 times a year for years 7-9 and termly phonics testing to show individual progress and any further gaps in knowledge.
- Monitoring by the SENCO
- Monitoring by key workers
- Holding annual reviews for pupils with EHCPs
- Meeting with key parents and students to review pupil passports and adapt as necessary
- parental questionnaires
- student questionnaires

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We aim for all of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip. For students with special needs or a disability, parents may be invited to help support their child on a school trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Our staff are caring and have the wellbeing of all children as a key priority. All children are encouraged to share any worries or concerns with their keyworker (if applicable) or a member of the pastoral support team.

If further social/emotional support is required, this can be arranged through the SENCO or Student Pastoral Team.

SLT may arrange for some pupils to be assigned a mentor in Year 11

We have a zero tolerance approach to bullying.

Students can also access our STAR online programme to report any concerns that they may have with regards to their wellbeing/ welfare. This is followed up by a member of the safeguarding team.

Pupils with SEN are also encouraged to be part of any clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

14. Working with other agencies

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include:

GP, School Nurse, Paediatrician, Speech & Language Therapists, Inclusion Support, Sensory Support, Occupational Therapists, Educational Psychologists, the Primary, Child and Adolescent Mental Health Service (PCAMHS), Child and Adolescent Mental Health Services (CAMHS), Social Services, COMPASS, Families First and Speech and Language services.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO:

Kbarber@yateacademy.co.uk or the Headteachers PA: Abi Febry: afebryi@yateacademy.co.uk in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

17. Contact details of support services for parents of pupils with SEN

- SEND and You : 0117 9897725
- South Glos Parent and Carers: 01454 501009: sgpc.org.uk
email: teams@southglospc.org.uk
- Action and Response Team: Mon- Fri: 01454 866000
- Out of hours and the weekend: 01454 615165
- South Glos Education: 01454 868008
- Self-refer to South Glos Talking Therapies: includes cognitive behaviour therapy
0117 378 4270

KOOTH - <https://www.kooth.com/>

This is an online mental health wellbeing platform that is used by South Gloucestershire school and is a confidential online service for young people who struggle. There are lots of helpful support groups within this platform that is all monitored by counsellors on its content before anything is posted live (delayed live)

Young people can access online counselling once a week for an hour

School Health Nurse Team – CHAT messaging service for Young People

School can make a referral to South Gloucestershire School Health Nurse Team, with permission but due to the delay in receiving 1 to 1 support (waiting list is around 5 to 6 months) the school health nurse team have set up a **CHAT message service** that the health team operate for 11 to 19-year olds, Monday to Friday from 9am to 5pm on **07312 263 093** it covers lots of different subject relating to health and mental health for young people

Avon & Wiltshire Mental Health Partnership's - <https://www.awp.nhs.uk/>

Parent or Carers need help and support or are worried about their child(ren) mental Health, support is available with mental health specialist 24hrs a day 365 days a year on: - 0300 3031320

OTR (Off The Record) - <https://www.otrbristol.org.uk/>:

- Shameless: For anyone feeling impacted by issues around body image and low self-esteem. Learn more here <https://www.otrbristol.org.uk/what-we-do/shameless/>

- Mind Aid: For anyone struggling with difficult feelings related to stress, anxiety, low mood or depression. Learn more here <https://www.otrbristol.org.uk/what-we-do/mind-aid/>)

- HARMED: for anyone struggling with self-harm, thoughts of self-harm and mild emotional regulation issues. Learn more here <https://www.otrbristol.org.uk/what-we-do/harmed/> **Southern Brooks**

Tel: 0333 577 4666 available from 11am-7pm

Monday to Friday, 12pm-6pm Saturday and Sunday or email

communitysupport@southernbrooks.org.uk

Mind You

Resources available online to help young people look after their mental health.

Please visit <http://sites.southglos.gov.uk/mind-you/coronavirus-covid-19-useful-information/>

To help support with the law and SEND:

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

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18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do the contact the class teacher, their key worker or the SENCO: kbarber@yateacademy.co.uk at Yate Academy

Outside of Yate Academy:

Action and Response Team:

- Mon- Fri: 01454 866000
- Out of hours and the weekend: 01454 615165

South Glos Education: 01454 868008