

Yate Academy

SEND Information Report

2020-2021

Date: November 2020

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: SENDCO

This report was approved by the Local Governing Body on:
30.11.20

SEND Information Report 201 – 2019

An overview: 2020-2021

	Total Number of Students	Number with EHCP	Number with HIRB EHCP	Number of K Students	Total	% with SEND
7	153	4	1	22	27	17.6
8	153	7	1	23	31	20.3
9	109	6	2	12	20	18.3
10	116	5	0	11	16	14.7
11	106	0	0	19	19	18.9
Total	637	22	4	87	113	17.1
12	51	1	0	3	4	9.8-
13	32	1	0	3	4	9.8
Total	720	24	4	93	123	16.5

Year 11 Progress 8 Score: +1.01

1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision 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

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 standardized 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 SEND.

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 something different or additional 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
- What school strategies have worked well in the past and which ones have not worked
- We take into account the parents' and student's 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.
- We will formally notify parents when it is decided that a pupil will receive SEND support.
- This information will be put into a school snap shot 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, attainment and behavior
- 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.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will 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 liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

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. We can also access support from the 0-25 Preparing for Adult Hood Team, who are able to support with applications, advising on suitable next steps and supporting with travel training.

Transition from Year 6:

The SENDCO has excellent relationships with staff at our feeder primary schools.

- During Term 4 the SENDCO, Transition Coordinator and KS3 Pastoral Manager start to meet with the teachers, SENDCOs 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 Snap Shot for some students for their new teachers at YA.

- If a child has an Education, Health and Care Plan, the SENDCO 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.
- 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.

6. Our approach to teaching pupils with SEND

The 2014 Code of Practice sets clear expectations on schools to deliver a whole school approach to SEND with good quality teaching as a first response.

The Teacher’s Standards 2012, make it clear that it is every teacher’s responsibility to “adapt teaching to respond to the strengths and needs of all pupils”. The SEND Code of Practice 2014 echoes this point, as it states that “teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff”.

Therefore, high quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. This teaching will be informed by teacher assessments, information from the SENDCO and other specialists. This information will be contained in a pupil snap shot where necessary.

We will also provide the following interventions:

Cognition and Learning:

Year	Intervention	Students involved	Frequency	Delivered by
7 + 8	The code: Synthetic phonics Programme	Students with a SAS: below 80	4 x 55 mins per fortnight	SENDCO
Year 7, 8, 9	Reading programme: Active reading Strategies and Discussion.	EHCP or K students with a SAS: 69	Daily x 20 mins Either in tutor Reading or DEAR time	TA
Year 7+ 8	Homework club	EHCP K students – invitation from SENDCO	2 x 1 hour after school	TA

Year 7	Pre and post teaching of subject specific vocab	Some EHCP	3 x a week for 20 mins in DEAR time	TA
All years	Access to a lap top/Google Chrome book	Students whose writing has been assessed as illegible, or who severe difficulties with their handwriting		
All years	In class TA support	SEND students	As per EHCP	TA

Social, emotional and mental health:

Year	Intervention	Students involved	frequency	Delivered by
All years	Meet and greet	EHCP: difficulty coming into school	When needed	TA
All years	Key worker: liaison with, pupil, staff and home	EHCP and vulnerable K students decided by SENDCO working with pastoral and behavior team	at least termly	TA
Year 7+ 8	Break and lunch time club	EHCP students, vulnerable K students. Invitation from SENDCO	daily	
All years	Managing anxiety	Any student	When needed	Pastoral support team
KS3	Social skills intervention <ul style="list-style-type: none"> 1. All about me 2. Non-verbal communication 3. Facial expressions 4. Asking and answering questions 5. Feelings 6. Listening skills 	Student with a diagnosis of ASD And students, whose behavior data shows they are having significant difficulties with their social skills	6 week course	TA
All years	End of day check in	EHCP students as stipulated in their EHCP	daily	TA

We are currently seeking advice and support from county about incorporating sensory diets into students' timetables.

- We also have a Hearing Impairment Resource base for students with an EHCP specifically for this. Within the HIRB students are supported with organizing their audiology equipment and where necessary pre and post teaching of key vocabulary.

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

All staff are informed about which students have a reduced timetable through a staff Early Help newsletter.

7. Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping and content of the lesson, etc.
- Using recommended aids, such as laptops and reader pens where available, coloured overlays, visual timetables, larger font, etc.
- Differentiating 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 Impaired Resource Base which is available to support hearing-impaired children with a HIRB EHCP
- The school building is maintained to support children who are visually impaired.

- There are two lifts.

8. Additional support for learning

We have 1 part time teaching assistant and 1 full time assistant for our HIRB. 5 full time TAs for other students with SEND

The TAs are assigned a particular area related to the different areas of SEND need:

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

Learning Support staff receive training in these areas.

Teaching assistants may support pupils on a 1:1 basis if stipulated in their EHCP or their needs demonstrate that this is the support best placed for them.

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

- Sensory Support
- Behavior Support
- Educational Psychologist
- Off the Record
- Occupational Health
- Physiotherapists

9. Expertise and training of staff

Our SENCO has 9 years of experience in this role and has worked as a language teacher for nineteen years and an SEND teacher for 8 years.

The SENDCO is allocated 26 hours a fortnight to manage SEND provision (including the day to day running of the HIRB) and complete Exam Access Arrangement work

We have 1 part time teaching assistant and 1 full time assistant for our HIRB.

5 full time TAs for other students with SEND

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.

All staff within the Learning Support Department have received training on:

- Supporting students in the classroom
- HIRB TAs- Deaf awareness training/ anxiety in deaf children
- Dyslexia;
- ASD;
- How to support students with their Exam Access Arrangements;
- They have also undergone Child Protection Training and Prevent Training
- TA linked to communication and interaction is undergoing ASD/ sensory training.

Some TAs have had experience in:

- Working in earlier year settings
- Working with students with specific physical difficulties

Our TAs are part of the whole school teaching and learning programmes and follow the 6 principles of being a teaching assistant which has been set up this academic year. 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.

In term 6 all TAs will be undertaking training, delivered by the National Deaf Society on the Emotional Well being of Students with a Hearing Impairment.

The SENCO has the following qualifications:

SENDCO (Secondary)	<ul style="list-style-type: none"> • BA (Hons) Degree: French and German Language and Contemporary Studies • PGCE: French and German Secondary • 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
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	<ul style="list-style-type: none"> • 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
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We also buy in an Exam Access Arrangement Assessor – Alison Carmody, who assesses our students at the end of Year 9 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 laptop. Students are also welcome to bring in their own laptops/netbooks and our IT team can organize that they have their school files put on to them. The laptop will remain the responsibility of the child.

11. Evaluating the effectiveness of SEND provision

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

- The subject teacher continuously assesses each child. Three times a year a detailed school report is produced which shows how well the student has done, where they are ranked within the year group and a question level analysis is provided so it is clear for all on the areas they have excelled in and areas where they need further development and where further support is needed.
- 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.
- If a child has targets and a specific target has not been met, the reasons for this are discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child does then make progress.
- Reviewing the impact of reading interventions through the use of NGRT testing 2 times a year.

- Monitoring by the SENCO
- Monitoring by keyworkers
- Holding annual reviews for pupils with EHCPs
- Meeting with key parents and students to review snapshots and adapt as necessary

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

We aim for all children to be included on school day trips and residential trips. In Years 7-9 all students participate in an enrichment programme

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be provided in school.
- Where appropriate, we try to prepare children in advance for any new environment or situation.

13. Support for improving emotional and social development

We support the emotional and social development of all of our pupils, including those with SEND. 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 SENDCO or Student Pastoral Team.

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

Pupils with SEND are also encouraged to be part of one of our lunchtime 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, Pediatrician, Speech & Language Therapists, Inclusion Support, Behaviour Support, Occupational Therapists, Educational Psychologists, the Child and Adolescent Mental Health Service (CAMHS), Social Services.

15. Complaints about SEND provision

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

SENDCO- kbarber@yateacademy.co.uk or the Head: iambrose@yateacademy.co.uk or nwilcox@yateacademy.co.uk in the first instance. They will 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. Contact details of support services for parents of pupils with SEND:

- Off the Record: 08088089120
- Supportive Parents: 01179 9897725
- Action and Response Team:
- Mon- Fri: 01454 866000
- Out of hours and the weekend: 01454 615165
- South Glos Education: 01454 868008

17. Contact details for raising concerns

- At Yate Academy: kbarber@yateacademy.co.uk
- Action and Response Team:

Mon- Fri: 01454 866000

Out of hours and the weekend: 01454 615165

- South Glos Education: 01454 868008

18. The local authority local offer

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