



SEN Information Report for Etonbury Academy October 2019

This page provides information about how we are implementing our SEND Policy.

1. What kinds of SEN do we provide for?

- We are a mainstream academy for young people aged 9-16 years.
- We provide support for all types of SEN and Disabilities.
- We provide support for all types of SEND and Disabilities, and some of our students have Education, Health and Care Plans (EHCPs).

2. What is our policy for identifying children and young people with SEN and assessing their needs, and who is the SENDCO?

- Our SEN policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENDCO, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in class assessments, but may involve more specialised assessment from a Specialist Assessor for SEND, or the SENDCO.
- Some students have a Statement of Educational Need, which clearly set out the needs of the young person.
- The SENDCO is Mrs Amy Mew, and can be contacted by phone on 01462 730391 or by email ETA-SEN@bestacademies.org.uk
- The Assistant SENDCo is Elaine Gifford and can be contacted by phone on 01462 730391 or by email ETA-SEN@bestacademies.org.uk,
- This is overseen by the Assistant Principal Inclusion, Mrs Isobel Whent.

3. How do we consult with parents of children with SEN and involve them in their child's education?

- Parents get regular reports from the school regarding students' effort and progress.
- There are two opportunities through the year at parents' evenings to meet with form tutor, class teachers and the SENDCO.

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- In addition to this those who are receiving specific SEN Support (as categorised by the Code of Practice 2014) will be contacted by the school at least once a year to discuss progress and support.
 - Personal Provision Plans (PPP) will be sent home so that parents can see the support in place.
 - Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school.
4. How do we consult with young people with SEN and involve them in their education?
- We will always meet with a young person before beginning any specific support and explain what we are doing, and why. (This will of course be after consent from parents.)
 - We liaise with feeder / previous school on transition about how best we can support students, and this information is put into the PPPs.
 - Where appropriate we ask students for their views on their needs and record this on their PPPs
5. How do we assess and review children and young people's progress towards outcomes?
- Class teachers will be regularly assessing student progress as part of their normal practice.
 - We complete reports regularly through the year for all young people, and this information is sent home to parents.
 - The data generated by these reports will be scrutinised by the SENDCO after each reporting cycle so that any issues linked to progress can be highlighted and the relevant support put in place.
 - We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.
 - There may be times though when we need to conduct more specialised assessments in order to obtain information to help us provide better support. We will always let students know this is happening and let parents know the outcome of any testing.
 - Students will be routinely screened on entering Year 7 to establish if any additional Access Arrangements are required.
6. How do we support children and young people during transition?

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- There is a well-planned programme of transition activities for those moving from year 4 into year 5 including addition visits for all students who we feel this would benefit.
- From as early as two years prior to transition the SENDCO will liaise with the lower schools about specific needs and will begin a series of information gathering visits.
- Students already receiving SEN support will have a handover of this information which is put onto Etonbury's format and liaising at the annual review for any students with an EHCP.

7. What is our approach to teaching children and young people with SEN?

- We want everyone in our academy to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have.
- We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high quality teaching as everyone else in the school.
- It also means that we will work really hard with young people with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing.
- Systems in place for easy identification of SEN students with clear strategies from both SENDCO and teachers on how to support in lessons.

8. How have we adapted the curriculum and the learning environment of children and young people with SEN?

- The curriculum is very broad at our school and as such there is something available for all, all students have the opportunity to study not only the core subjects, humanities, RS, design technology, including Food and resistant materials, PE, ART and IT. At KS4 it widens further including this academic year; photography, child care, media studies, animal care and ASDAN.
- Lessons are fully differentiated to allow pupils of all abilities to access the curriculum.
- The majority of the school site is fully accessible and meets all the requirements of the Equalities Act 2010, with the lift access to the new building.

Information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for can be found below:



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- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Policy

In England and Wales the construction of new buildings and the refurbishment of existing property is governed by the Building Regulations. Approved Document M of the Building Regulations provides guidance on access and facilities for disabled people on non-domestic buildings and dwellings. If a building is built in accordance with Part M characteristics, which still comply, it will not have to be altered. Characteristics, such as door handles, not covered by Approved Document M may need altering to improve accessibility. Where an area of access is not covered by Part M then it defers to British Standard - BS8300: 2001 (Amended 2004): Design of buildings and their approaches to meet the needs of disabled people - Code of Practice.

Priority area	Action	Outcome
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<p>Increasing curriculum participation</p>	<p>A bespoke curriculum for some in Learning Support, working with Maths and English Department to include Functional Skills in English and Maths, Entry Level Qualifications.</p> <p>ASDAN qualifications</p> <p>Whole school intervention programme for, underachievement, Catch up and SEN students across all year groups.</p>	<p>Staffing and support groups. No additional purchases.</p> <p>Staffing and training</p> <p>New whole school intervention programme.</p>
<p>Improving the physical environment</p>	<p>Moving of lessons to accessible rooms, Staff provided to support.</p> <p>Establishment of new SEN dedicated support room</p> <p>New door handles fitted for particular student</p>	<p>Regularly monitored and in action</p> <p>Completed moved to new space September 2019.</p> <p>Completed</p>
<p>Improving the delivery of accessible information</p>	<p>The school works closely with the Local Authority Hearing Impairments and Visual Impairment services to improve accessibility of information to those students who need that level of support.</p>	<p>Work with HI team.</p>

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Staffing and CPD	Qualification for SENCOs, SENCo and Assessor qualifications	Completed
	New assistant SENDCo employed	Completed

What is the expertise of staff to support children and young people with SEN and how do we continue to train them. How do we secure specialist expertise?

- Amy Mew is the SENDCO with 14 years of teaching experience working with students aged 9 – 18 years. She holds the NASENCO qualification.
- Isobel Whent the AP with 14 years of teaching experience working with students aged 5 – 18 years. She holds the Level 7 PAPPAs Specialist Assessors qualification.
- Isobel and Amy are both NASEN trained, National SEND reviewers.
- Elaine Gifford our assistant SENDCo has 15 years of experience supporting SEN students and passionate about SEND.
- As part of BEST we work alongside Thomas Rowell, the Assistant Principal and SENCO with overall responsibility of BEST SEND. As part of a team of SENDCOs including input from all academies in the Trust, as well as our feeder schools.
- Staff regularly undertake training linked to specific needs and in the past 3 years have completed training on Hearing impairment, ADHD, Dyslexia in the Classroom, ASD, Epilepsy, Speech and Language and Downs Syndrome.
- Amy and Isobel lead a team of Teaching Assistants who bring a wealth of skills and knowledge and also undertake regular training as part of their continued professional development.
- As part of our school liaison meetings we run termly training for all staff on different aspects of SEN Practice.
- We also work closely alongside our student services.

How do we know how effective our provision for children and young people with SEN is?

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- As part of the normal academy development and self-review cycle we will carefully examine the data from exam results, student surveys and teacher observations to evaluate the effectiveness of the provision
- Every year, the government produces a document called “ASP” which is a booklet of data all about our school. This is used as a key tool to examine how effective the provision is.
- We complete the APT GO for SEND provision as a tool to check the range of provision and its effectiveness each year. We will now be using the NASEN reviewer programme.

What do we do to make sure children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?

- There are no barriers for any students with SEND for our activities in the academy.
- We actively encourage students with SEND to take part fully in the life of the academy.
- We are a fully inclusive academy.

What support have we got in place for improving emotional and social development of our students?

- Our provision map shows clearly the provision in place for those young people with emotional and social needs. We use tools such as the boxall profile to assess and implement intervention for these students, as well as a mentoring scheme to further support any students who require it.
- Our anti-bullying policy sets out our approach to bullying.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and how do we support families?

- We draw on a range of local providers such as:
 - NHS, Union Street Clinic (CDC), local GPs, School Nurse.
 - CAMHs
 - Children’s Social Care
 - Youth Involvement mentoring
 - Early Help Intervention from CBC



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- Education Psychology Service
 - Outreach service from Ivel Valley School
 - ASD specialist teacher from Ivel Valley School
 - Academy of Central Bedfordshire
 - CHUMS
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- We also use Early Help Assessment forms (EHAs) to access and pinpoint specific support.

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

- The school has a parental Complaints Policy which can be accessed via the school office.