

## **SEN Information Report for Etonbury Academy November 2021**

This page provides information about how we are implementing our SEND Policy which can be found on the SEND page on the website.

### **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 categorise our students under Monitoring, SEN Support and EHCP.
- We provide support for all types of SEN 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: *'The level of support initially provided to students in Year 5 is based upon data from a range of sources including lower school records, Key Stage 2 assessments and baseline testing carried out when they come to Etonbury. Baseline assessments consist of GL English and Maths progress tests, as well as Access Reader Test in KS2, and EXACT testing in Year 7 upwards. If further testing is required the SENDCO will formally assess them using a range of standardised tests.'*
- Progress is then formally assessed and reviewed on, at least, a termly basis. For students joining the Academy mid year, a similar range of data will be collected to enable informed decisions to be made. Students will be identified through ongoing assessments by the child or young person's teachers, and brought to the attention of the SENDCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.
- 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 an Educational Health Care Plan, which clearly set out the needs of the young person.
- The SENDCO is Miss Isobel Phillips, and can be contacted by phone on 01462 730391 or by email [iphillips@bestacademies.org.uk](mailto:iphillips@bestacademies.org.uk)

### **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 three opportunities throughout the year at Tutor and Academic Mentor evenings to meet with tutors and Academic Mentors.
- 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) are live fluid documents which are amended as needed. These are accessible to staff via google drive. These are sent home to parents and students four times a year alongside school reports. At each point parents and students are able to update their parent/student voice and provide feedback on the outlined targets and adaptations.
- Parents are free and encouraged 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 consult with a young person and their parents before beginning any specific support and explain what we are doing, and why.
- We liaise with the feeder/previous school on transition about how best we can support students, and this information is put into the PPPs.
- The SENDCo contacts all parents who child receives SEN Support or has an EHCP before joining the school.
- 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.
- All students are baseline assessed on entering year 5 (via *GL English and Maths*) and yearly GL assessments in English and Maths then take place from Years 7-10. Students in Years 10 and 11 are assessed using mock exams in their chosen GCSE subjects.
- Students are screened (using LUCID screeners) in the Summer term of Year 9 to establish if any additional Access Arrangements are required and to identify any additional areas of support needed.
- 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.

**6. How do we support children and young people during transition?**

- There is a well-planned programme of transition activities for those moving from year 4 into year 5 including additional 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 and parents 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.
- Careful consideration is given to transition for students moving from Year 6 to 7 in order to prepare them for their journey into KS3. Specific transition events are planned to ensure students are able to adapt to their new surroundings in the Secondary part of the school and meet their new teachers.
- Transition between all other year groups is also carefully planned and thought out for our students with SEND.

**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.
- We work as much as possible with our students 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.
- We have robust systems in place to identify students with SEND and the SENDCO shares with staff any adaptations that are necessary for them to succeed in lessons.
- We also place significant emphasis on the students' well being and supporting them in all areas of their development.

**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.
- Appropriate and specific interventions are in place for students who require them.
- 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.
- Further details on how we are improving accessibility are held within our Accessibility Plan.

## **9. Parent/Carer Participation**

- The Academy actively seeks the involvement of parents and carers in supporting the education of their children. It is recognised that this is particularly important with students who have SEN where the support and encouragement of parents and carers is often a crucial factor in achieving success.
- Parents and carers will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice, 2014.
- Communications between parents/carers and the Academy will be consistently maintained. We will always consult with parents/carers before we seek support from an external agency.
- We will encourage all students to be independent learners so that they can become happy, successful and fulfilled adults and positive future citizens.

## **10. 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?**

- Isobel Phillips the new SENDCO with 6 years of teaching experience working with students aged 9 – 18 years. She has been running whole school and SEND interventions for 3 years and specialises in teaching English and alternative curriculum provision. She has undertaken her NPQSL qualification and will be pursuing her National Award for SEN this year.
- We have an Inclusion Assistant, Fay Skeels, in charge of running our Den facility. She has significant experience of working with students with SEND. She delivers alternative curriculum provision and is trained to run specialist interventions. As students become more confident she supports reintegration to the classroom.
- We have a team of 17 teaching assistants. All currently undertaking qualifications, including; teaching degrees, ELKLAN, British Sign Language, CBT Training and ongoing SEND training. Many of them have significant experience of working with students with SEND. One of them is a trained psychologist looking to become an Educational Psychologist.
- 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.
- As part of our school liaison meetings we run termly training for all staff on different aspects of SEN Practice.
- We are also being supported by Central Bedfordshire's SEND Advisory Teacher (SENDAT) who will be supporting schools to offer expertise, support and a process of SEND review.

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

- 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
- Etonbuy also takes part in Central Bedfordshire's SENDAT Review process and commissions independent SEND reviews from other agencies.

**12. 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.

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

- Where appropriate we liaise with outside agencies to inform our practices and approaches for students with social and emotional needs.
- We offer a mentoring scheme to further support any students who require it.
- Our anti-bullying policy sets out our approach to bullying.

**14. 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.
  - Occupational Therapy
  - Speech and Language Therapy
  - CAMHS
  - Children's Social Care
  - Youth Involvement mentoring
  - Early Help Intervention from CBC
  - Child Development Centre
  - Central Beds SEND Team
  - SENDIASS
  - Education Psychology Service
  - Outreach service from Ivel Valley School
  - ASD specialist teacher from Ivel Valley School
  - CHUMS
- We also use Early Help Assessment forms (EHAs) to access and pinpoint specific support.

**15. 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 or website.