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Special Educational Needs Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the academy provide for?

The St Leonards' Academy is a main stream secondary school with a Special facility for children on the Autistic spectrum and those with a Physical Disability. This document is created using guidance from the schedule 1 of the Special Educational Needs and (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice. We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Clare Howard - Le Vierge.

Clare has been promoted on the School's senior leadership team and is an Assistant Principal. This is to ensure that SEN students are represented in all decisions that the Academy makes.

Clare is an experienced practitioner appointed as an exemplary teacher of SEN for many years. She is a qualified teacher and curriculum leader. She has a National SENCO qualification and regularly undertakes additional training opportunities to support the development of SEN provision in the Academy. She is currently completing her NPQSL and has just started her Level 7 Qualification to become a specialist Dyslexia Teacher.

She is non -teaching and has her full timetable each week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Ms Annie Pepper.

They have worked in the role for the past five years. Recently they have been relieved of all other teaching commitments to focus on the role full time. They undertake additional training opportunities to support the development of SEN provision in the Academy.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. They have access to regular SEN CPD and are expected to plan for the success of all SEN students using detailed pupil passports created by the SEN Team.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions.

TAs are regularly supported in additional training opportunities. This training includes: Zones of Regulation, Sensory Circuits, Dyslexia and Reading Support, Speech and Language Support and various interventions to support the Social, Emotional and Mental Health of young people in the Academy.

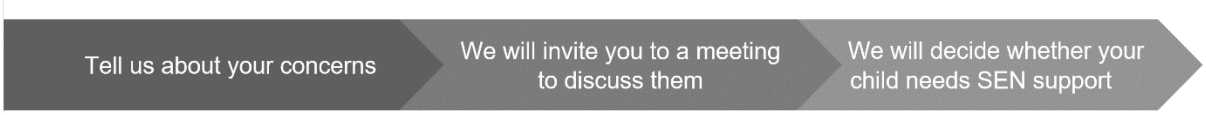
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Communication, Learning and Autism Support Service (CLASS)

- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

2. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person to contact is your child's class teacher, form tutor or Head of Year/ SSWO.

They will pass the message on to our SENCO, Clare Howard Le Vierge, who will be in touch to discuss your concerns.

You can also contact the SENCO directly at senco@thestleonardsacademy.org.uk.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include struggling to keep up with the pace of work in lessons through to struggling to make and maintain friendships outside the classroom.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

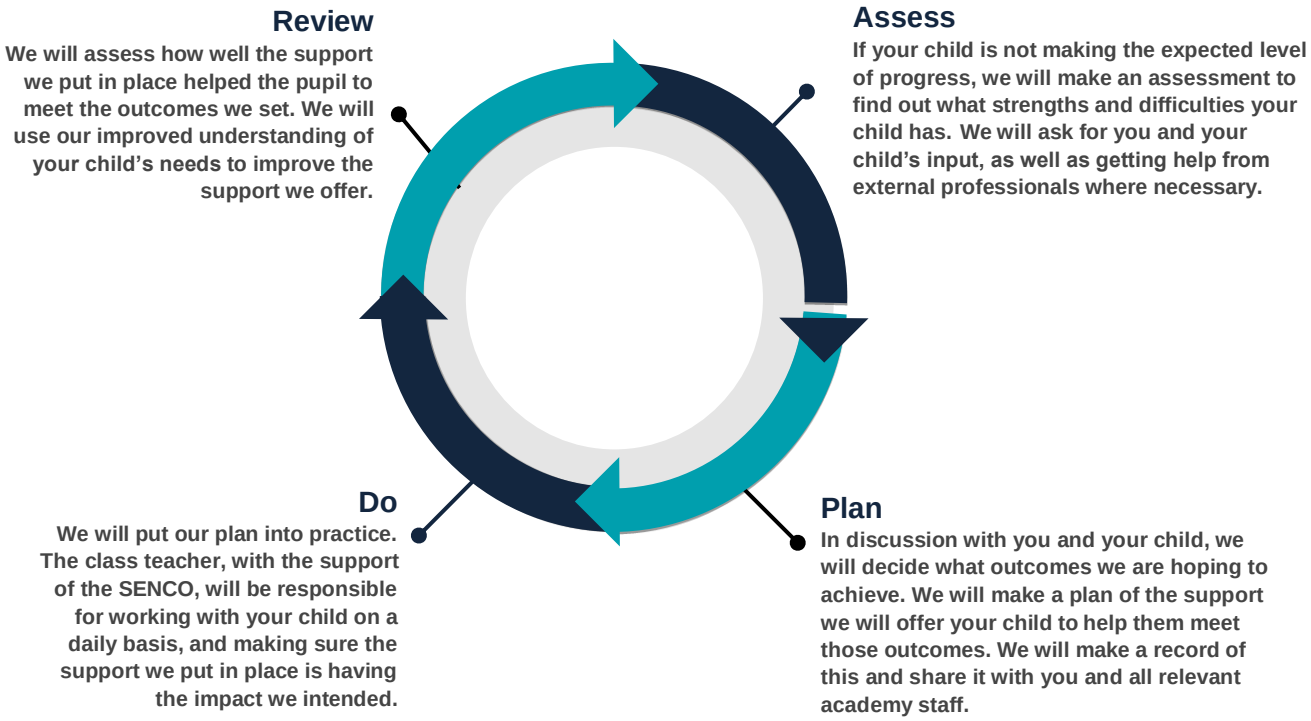
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide data captures throughout the year which will inform you of the progress your child is making.

Your child's class/form teacher will meet you during Parent's Evenings to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

8. How will the academy adapt its teaching for my child?

Your child's teacher are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

The academy is an accessible school for all. Please see our accessibility plan for more information.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- A smaller, TA supported Pathway class for Core learning where appropriate.
- Teaching assistants will support pupils on a 1-to-1 basis if this has been highlighted in their EHCP or if the academy has highlighted pupils need additional intervention on a 1:1 basis.

- Teaching assistants will support pupils in small groups when they have been identified as needing small group intervention in a given area.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Talkabout for Teens Anxiety Gremlins Anger Gremlins Zones of Regulation Lego Therapy
	Speech and language difficulties	Speech and language therapy Language Link Support
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Access to assistive technology Lexia Power Up 1:1 Tutoring Additional Numeracy and Literacy 1:1 Reading Toe By Toe
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Sensory Circuits Zones of Regulation Fidget Tools
	Adverse childhood experiences and/or mental health issues	Nurture groups 1:1 Mentoring Outside Counselling (where appropriate)
Sensory and/or physical	Hearing impairment	Accessible classroom environments Support from outside agencies

	Visual impairment	Accessible classroom environments Support from outside agencies
	Multi-sensory impairment	Ear Defenders Fidget Tools Sensory Circuits Jump Ahead
	Physical impairment	Movement Sessions Physiotherapy Programmes from NHS Professionals Jump Ahead Sensory Circuits Personal Care (where needed)

These interventions are part of our contribution to East Sussex's local offer.

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6/8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using data captures and reports to measure educational progress and attainment
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our academy trips, including our residential trips.

All pupils are encouraged to take part in sports days, drama and music performances and in additional educational workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website here

13. How does the academy support pupils with disabilities?

The University of Brighton Academies Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its Policy for Supporting students and pupils with medical conditions. Our academy's Accessibility Plan is available on our website. The building is fully accessible with lifts to all levels. There are onsite disabled toilets, showers and hoists. We have onsite EAL Champion and work closely with the EALS service. There are members of staff who speak various languages who can act as interpreters if necessary

- The academy is located over four floors. There is lift access to each floor to ensure that students are able to access learning throughout the academy.
- Our accessibility plan can be found: TSLA_AccessibilityPolicy_0619.pdf (finalsite.net)

14. How will the academy support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the academy council.
- Offering regular check –ins and a safe space in The Cove (our Learning Support Facility). Our Triage area allows staff members to talk to young people and signpost them to the most appropriate staff members for support.
- We run a nurture club for pupils who need extra support with social or emotional development. We also offer group and 1:1 Zones of Regulation sessions.
- We offer a range of interventions such as Anxiety Gremlins, Anger Gremlins and Mentoring sessions to support young people where a need has been identified.
- We have a 'zero tolerance' approach to bullying. Please see our anti bullying policy here.

- Where necessary, we will make referrals to mental health professions to support mental health where appropriate and necessary.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new academy year we:

- Ask both the current teacher to provide information and strategies which for students which can be uploaded to Pupil Passports to support provision in their new class.
- Schedule lessons/meetings with the incoming teacher towards the end of the summer term.

Between schools

When your child is moving on from our academy, we will share key information with the new setting.

SENCOs will meet to discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary academy timetable.
- Learning how to get organised independently.
- Plugging any gaps in knowledge.

The SENCO of the primary academy meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community where appropriate.

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Kate Heitzman is our designated LAC teacher and she will work with Clare Howard - Le Vierge, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our academy should be made to the subject teacher in the first instance. If still not happy please contact the SENCO. After this then contact the Principal. They will then be referred to the Trust Complaints policy which can be seen here.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-academy/disability-discrimination

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of how to contact this service can be seen here.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

https://localoffer.eastsussex.gov.uk/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen here.

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages