



# SEND Information Report

## 2016-2017

## **1. INTRODUCTION**

The revised SEND Code of Practice (DfE, April 2014) states: 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND.'

## **2. PURPOSE OF THE SEND INFORMATION REPORT**

The Special Educational Needs (SEND) Information Report exists to inform parents/carers and young people in a straightforward manner about how Easington Academy implements its policies towards SEND. This will be updated at least once annually.

## **3. RELEVANT CONTACT DETAILS**

Special Educational Needs Coordinator (SENCO) at Easington Academy is Mrs Jan Garrity who can be contacted on 0191 5270757.

## **4. ETHOS**

### **a) What kinds of SEND are provided for at the Academy?**

Easington Academy is a secondary academy.

All schools are expected to provide SEND support for a wide range of students, including those with:

- Communication and interaction needs;
- Cognition and learning needs;
- Social, emotional and mental health needs;
- Sensory and/or physical needs.

Communication and interaction needs include speech, language and communication needs (SLCN) and autism spectrum difficulties (ASD). Cognition and learning needs includes moderate learning difficulties, severe learning difficulties, dyslexia, dyspraxia and dyscalculia. Social, emotional and mental health needs includes attention deficit disorder, attachment disorder, or an anxiety disorder. Sensory and/or physical needs include physical disability, hearing impairment or visual impairments.

### **b) How are special education needs identified and assessed?**

Assess

Our SENCO and class teachers will work together to analyse needs using a range of sources, including the Academy's approach to student progress, attainment and behaviour. Consultation is key and it may be necessary to consult widely both in school, with parents/carers and with external support services to get the best picture of needs. Establishing close links with those responsible for assessment and home school links is also important to us here at the academy. The assessment should be reviewed regularly.

### *Plan*

This is when the Academy decides to provide SEND support. Parents/carers are formally notified and invited to a planning meeting. Interventions and support are provided in consultation with the parents/carers, child, SENCO and class teachers. The expected progress, development and behaviour are agreed, and a date for review set. In this planning phase, we identify the gaps in the child's learning and current provision, and what is expected in terms of results following any provision.

### *Do*

This involves providing effective support and interventions with regular feedback to students, parents/carers and staff about progress. Our SENCO and Learning Support team support class/subject teachers in any further assessment and provide coaching and mentoring in all aspects of curriculum modification.

### *Review*

Here at the academy we have termly reviews of progress. Review meetings with parents/carers and students occur twice a year. Baseline data and outcomes will guide the review and this information is communicated to parents/carers via school reports and any gaps can be identified and planned for.

Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Information from a student's previous school will initially be used to determine whether a student has already been identified as having special educational needs. If required, the Academy may attempt to assess whether these needs are still apparent.

At the Academy all students are tested on entry for their reading and comprehension ability through a standardised test. The results of these tests, along with their KS2 data, baseline testing in Year 7 and information gathered prior to entry, will determine the level of initial intervention. As well as this the following graduated approach will be followed.

There are many barriers to learning that all students may face at some point in their time at school. All teachers are expected to consider the individual learning needs of all students and make some changes to their approach to ensure that all students achieve. If a teacher has further concerns they can seek advice from the SENCO.

Parents are encouraged to share concerns with the Academy at their earliest opportunity.

### **c) What is the Academy's approach to teaching students with SEND?**

Easington Academy aims to help all students realise their potential. Easington Academy will support your child in all aspects of academic and social development. We have a highly skilled team of teachers who provide quality first teaching in fully inclusive classrooms. To further support students who are identified as requiring additional support, we also have a team of Learning Support Assistants, who have experience of working with students with

SEND. There are a number of intervention strategies in place including Read Write Inc, Lexia, Handwriting, Catch Up Literacy and Numeracy.

### **How does the Academy adapt the curriculum and environment for students with SEND?**

The curriculum would be matched to your child's needs through, in the first instance, Quality First Teaching and appropriate differentiation. Certain resources might be allocated to support and make learning easier. Additional interventions might be appropriate – this might be 1:1 or small groups.

Our school is a safe and accessible building which complies with the Health and Safety at Work Act 1974 whereby we ensure the health and safety of all students with disabilities and/or students with SEND. This is balanced with the Equality Act 2010 which requires us to make 'reasonable adjustments' to ensure that disabled students can fully participate in the education provided. All safeguarding procedures and risk assessments are in place and adhered to by all staff.

#### **d) What is the level of training and expertise amongst Academy staff?**

As all staff supports the learning of students with special educational needs, it is expected that all teachers and Learning Support Assistants undertake professional development in this area.

The SENCO holds a PGCE in National SENCO Award together with a PGCSE in Specific Learning Difficulties – Dyslexia.

Throughout the year the SENCO delivers training sessions to all staff. This training is ongoing and revisited on a regular basis. Staff within the Academy have also had the following training:

- Administering of medicine in school
- Child Protection training level 1 and level 2
- Epipen/Jext training
- First Aid
- Strategies for supporting dyslexia
- Support Literacy Skills
- Introduction to ASD
- Differentiation
- Attachment Disorder

## **5. EVALUATING EFFECTIVENESS**

### **a) How does the Academy evaluate the effectiveness of its provision for students with SEND?**

The Academy evaluates the effectiveness of its provision in a number of ways including:

- Comparing the achievement of Easington Academy students to similar students nationally;
- Lesson observations;
- Discussions with students and parents/carers;

- Guidance from external specialists (e.g. Educational Psychology Service)
- The Academy's self-evaluation process

**b) How does the Academy monitor the progress of students with SEND?**

The academic progress of all students is monitored in line with the schools assessment procedures and any signs of underachievement acted upon by the relevant staff.

All staff are responsible for assessing, monitoring and tracking the progress of students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents once per term.

**6. ADDITIONAL SUPPORT**

**a) How will my child be included in activities outside the classroom, including school trips?**

As an inclusive academy, we ensure that students with SEND take as full a part as possible in all academy activities. We deliver practice that ensures that statutory obligations with regard to SEND are met. No student is omitted from a trip due to their specific needs. Risk assessments are in place and adhered to.

**b) What is available for the emotional and social development of students with SEND?**

Here at Easington Academy we pride ourselves in providing a high level student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress within the Academy. This provides continuity and builds strong relationships between tutor and students.

All students have access to a pastoral support structure within the Academy that includes:

- Tutor
- Home School Liaison Officer
- Pastoral Support staff e.g., Child Protection Officer, Counselling Service & School Nurse
- Learning Support Assistants

In a small number of cases, referral to an external support service may be appropriate.

**7. INVOLVING PARENTS/CARERS AND STUDENTS**

**a) How are parents involved in the decisions made for their child?**

Staff at Easington Academy recognises the important role that parents/carers can play in supporting the educational achievement of their children. In addition to all statutory obligations of schools to report to parents/carers, regular liaison between home and school to ensure that the concerns are identified early and provision match their needs:

- Interim termly reports
- Annual school report
- Parent evenings
- SEND Support Plan reviews

**b) How are students with SEND involved in the decisions made for them?**

Student cooperation and involvement is central to ensuring that any provision put in place for them is welcomed and effective. Students are encouraged to review and reflect on their learning achievements and contribute to agreed outcomes in meetings.

**8. EXTERNAL SUPPORT**

**a) What additional expertise can be accessed for students with SEND?**

Staff at Easington Academy aim to work effectively with outside agencies (including Local Authority support services and voluntary organisations) to fully support the achievement of all students. The ability of the Academy to access the services of outside agencies is subject to change and can be dependent upon both the permission of parents/carers being granted before their involvement can be sought and the referral criteria of the outside agency itself. Such services include:

- SEND and Inclusion Services
- CAHMs
- LACES
- School Health
- Durham SENDiass (Information Advice and Support Service)  
[www.durhamsendiass.info](http://www.durhamsendiass.info)
- Sensory Support
- Counselling Service
- Educational Psychologist

**b) How can I contact other support services for my child?**

The best place for up-to-date information on other support services is Durham County Council's "Local Offer" website. Details are at the end of this report.

**9. TRANSITION ARRANGEMENTS**

**a) How are students supported for transition during Year 6?**

There are a number of additional ways that students with SEND can be supported to make a successful transition to Easington Academy, this may involve:

- Formal transition meetings between all relevant parties;
- Transition days
- Moving up sessions
- Coffee mornings
- Additional visits for students to familiarise themselves with the environment and key staff

**b) How are students supported for the transition post-16 education?**

The Academy holds an annual Careers Conference for students and parents/carers to meet with representatives of local providers of post-16 education and apprenticeships. Students also have access to personal appointments with an independent careers adviser during the final years at the Academy.

The assembly programme enables post-16 providers the opportunity to come in and speak to all students in Year 10 and 11 regarding post-16 education and their next steps.

Additional visits are arranged for students to visit the post-16 providers throughout the year.

**10. COMPLAINTS**

**a) What is the procedure for registering a complaint with the Governing Body?**

If a parent/carer has any concerns or complaints regarding the provision in place for their son/daughter, an appointment can be made by them to speak to the SENCO.

**11. LOCAL OFFER**

**a) What is the “Local Offer”?**

Since September 2014 every Local Authority has been required to publish information about services they expect to be available for children and young people with special educational needs (SEND) and/or disabilities aged 0-25 years. This is known as the “Local Offer”. This website puts all the information about education, health and care services, leisure activities and support groups in one place, making it easier for families to access and use a vast range of information and resources. The Local Offer seeks feedback from families on local provision and gaps in services to ensure that the commissioning of services is more responsive to local needs and aspirations.

**b) Where is Durham County Council’s “Local Offer” published?**

Durham County Council “Local Offer” can be found at:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page>