



Academy Information Report/Academy's Offer 2020-2021

Academy Transformation Trust's Offer on Special Educational Needs and Disability.

Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential

We believe that:

- all children deserve a first class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2015, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. ATT recognizes that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

Iceni Academy's SEND Information Report:

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

Students may be identified as having Special Educational Need and Disability (SEND) at any stage of their education.

Areas of Need

There are four areas where a pupil may have a difficulty that means they are considered to have SEND.

They are:

- **Communication and Interaction** – this includes speech, language, and social communication difficulties, which includes Autism.
- **Cognition and Learning** – this is where a pupil is learning at a slower pace than others in their year group.
- **Social, Emotional and Mental Health** - this includes pupils with challenging behaviour, anxiety, ADD (attention deficit disorder), ADHD (attention, deficit, hyperactivity disorder) or attachment disorder.
- **Sensory and/or physical needs** – this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.

It is possible for children to have more than one area of need.

A student that is lower academically than their peers does not necessarily have special educational need. It could be that they need extra support to fill in gaps within their learning to enable them to achieve their best. Information about your child's special needs may come from a variety of sources:

- Testing from reading and spelling/ any other testing on entry to school
- Observations
- Parental concern
- Teacher / Learning Support Assistant concern
- Transfer information from previous school
- Student self-referral

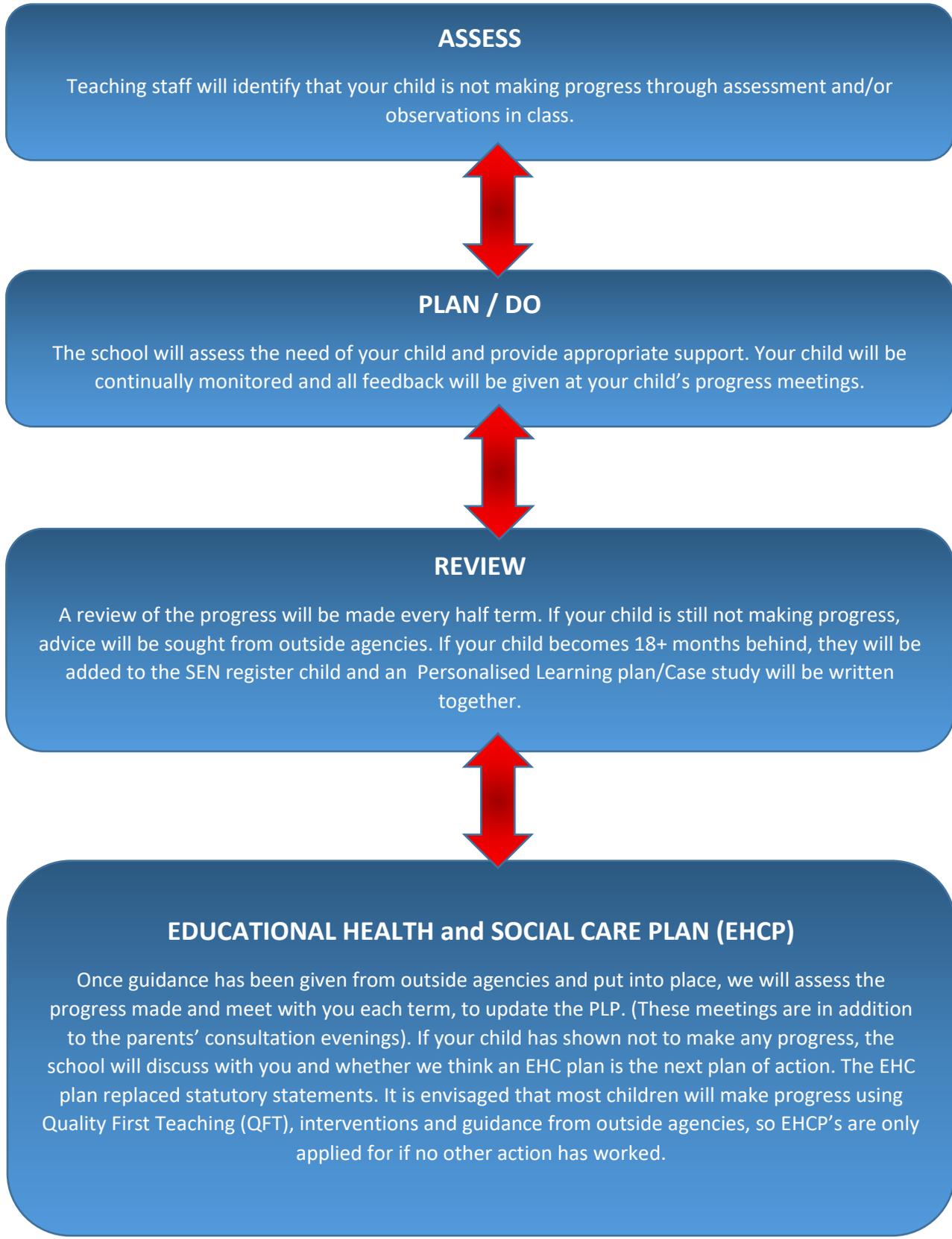
How can I let the school know I am concerned about my child?

If you think that your child may have a SEND that has not been previously identified, then you should contact your child's PL Tutor or Head of Year. They will talk to the SENCO about your concerns. The PL tutor or Head of Year will let you know what will happen next.

If you are still concerned, you can ask to meet the SENCO at the Methwold site, and your child's class teacher/SENCO at the Hockwold site. The flow chart on the next page describes what happens next:

IT IS VITAL THAT THE YOUNG PERSON AND PARENTS ARE INVOLVED IN EACH PART OF THIS PROCESS.

What happens if my child is not making progress?



How will I know how my child is progressing in school?

As an academy, we provide each child with a termly academic report. At the primary site, those children on the SEN register, will have termly meetings with staff and parents to discuss progress and update the Personalised Learning Plan. At the secondary site additional communication will occur where necessary so you are aware of the additional support in place for your child.

EHCP's are also reviewed annually and the SEND county case worker is invited in, as well as the young person, parents and other relevant outside agencies.

The views of the child and parents/carers are a vital part every process

What support will there be for my child's overall well-being?

All students are supported by their class teacher and where necessary, Learning Support Assistants (LSA's). Children with SEN may have more support in class, and at break and lunchtimes if needed.

We also have 52 members of staff who have completed their Mental Health First Aid course enabling them to support with any social, emotional and mental health needs.

What support is there for behavioural issues?

Our website has the behaviour for learning strategy under the policies tab. We always work with parent/carers to look into potential reasons for the behaviour presented and how we can support our pupils.

We also work with a variety of outside agencies to provide support and guidance so that students receive the highest level of care.

What training do the staff supporting students with SEND had or are having?

- The SENCO is a qualified teacher who has the skills and experience to work with and support staff and children with SEND.
- Staff training takes place regularly to help all staff understand and teach children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children.
- Other specialist professionals are able to offer advice to class teacher and LSA's.
- As well as regular training in Child Protection / Safe Guarding and working with Looked After Children.

We also have 52 staff who have completed their Mental Health First Aid Qualification to enable them to support pupils in this area.

How will my child and I be involved in discussions about and planning for my child's education?

At Methwold, we offer several points of contact for each year group, including settling in evenings, parents' evenings and regular phone or email contact with a pupil's PL Tutor, Head of Year and the SENCO.

We are also available to discuss your child's education by making an appointment through our secretary. At the end of each term, we send home a termly academic check, showing the progress your child has made. We also send home a more detailed report once per year. If your child has an IEP/PEP, we will speak to you regularly to update it and discuss next steps.

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

All of our students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate.

Any issues around SEN/medical/physical needs will be discussed with parents as necessary.

How accessible is the school environment?

We are fully committed to ensuring that the setting is accessible to all children and will always be happy to discuss individual requirements where necessary.

The Academy has a number of ways in which it is accessible to all:

- The school is set out across two floors, many classrooms are located on the ground floor with doors that provide access to the playground via ramps.
- Two stairways and a lift provide access to the first floor.
- There are designated parking spaces for Blue Badge Holders.
- We also have two accessible toilets.
- The academy is wheel chair friendly.

How will the school prepare and support my child to join the high school, transfer to college or the next stage of education and life?

- ✓ Liaison with the primary school during the Summer Term.
- ✓ Transition days with extra ones provided for students that are agreed need it.
- ✓ Reports from agencies already supporting the child.
- ✓ Contact with parents/carers.
- ✓ Students with SEN needs are seen by the Careers Advisor throughout years 10 & 11 and information is written into the EHC plan to provide the new setting, with information about the pupil's SEN and other requirements.

How will my child be helped through transition?

The SENCO and support staff from Methwold attend Yr 6 Annual Reviews of students moving up to secondary school, this gives them an opportunity to discuss any concerns the student and parent/carers may have. After Easter these students are invited in for some additional transition days. This helps students to get used to how life and the school day changes so that they are prepared for the transition. This also allows them to meet some of the staff and work with the LSA's.

How does the school communicate with parents/carers who first language is not English?

If possible the school arranges to have an interpreter available for parent meetings. Written communication may be done by email, so that parents may use a translation facility. Work will be differentiated and staff will support in class. We also help the child to integrate by using the 'buddy' system, to help them learn their way around, make friends and ask for help.

Who do I contact for further information?

For further information contact the School directly, the SENCO at either site, Miss Sarah Turner at Methwold, 01366 728333 or Mrs Emma Owner at Hockwold, 01842 828275

What should I do if I am concerned after speaking to the SENCO?

Please refer to the Academy's complaints procedure.

Information/links that may be of interest to you:

Both sites offer extra - curricular activities dependent upon time of year.

Parents and students are made aware of these at the start of each term.

For information about what is on in the local areas, please look through the village magazines, leaflets sent home and the noticeboard outside the primary site.

✓ **Parent Partnerships:** www.norfolksendpartnershiass.org.uk/

✓ **Autism support:** <http://www.autismlinks.co.uk/support-groups/group-support-east-of-england/norfolk-parent-partnership?region=>

✓ **Norfolk's Local Offer:** <https://www.norfolk.gov.uk/children-and-families/send-local-offer/>

CAMHS: http://www.youngminds.org.uk/for_parents/services_children_young_people/camhs

✓ **Norfolk Early Help and Family Support:** <https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>