



Iceni Academy SEND Information Report 2021-22



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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

| Name | Role | Contact Details |
|--------------|--------------------|--|
| Sarah Turner | SENCO | Sarah.turner@iceni.attrust.org.uk |
| Mike Fish | LAC Governor | michael.fish@academytransformation.co.uk |
| N/A | Assistant SENCO | N/A |
| N/A | SEND Administrator | N/A |

Contact details of support services for parents of pupils with Special educational needs:

✓ **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>

Information on where the local authority's offer is published:

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

Iceni Academy's Local Offer

<https://icenimethwold.atrust.org.uk/wp-content/uploads/sites/9/2022/02/SEND-Report-2021-22-Academy-offer.pdf>

| This evaluation report reflects academic year ending July 2021 | | | | | | |
|--|---|--|--------------|---|---|-------------------------|
| SEND profile | | | | | | |
| Identifying pupils with SEND | | | | | | |
| Students are identified in primary school and then assessed on entry, or when teachers/parents raise concerns. We use the GL assessment toolkit and Lucid to screen students who have been identified as struggling to access aspects of the curriculum. Information generated is used to inform practice and further exploration of need where appropriate. Information is shared with teachers if SEND K with strategies on how to support them. If we are still concerned a referral to the GP for diagnosis and/or an EHCP application would be made. Outside agencies will be referred to if necessary. | | | | | | |
| Total Number of pupils on SEND register 119 | | | | | | |
| SEND Support | | Education, Health and Care Plans | | % | | % of academy population |
| | | | | SEND support | | EHCP |
| 107 | | 14 | | 16.77 | | 2.19% |
| % boys and girls | | SEND and Pupil Premium % of SEND cohort | | SEND needs breakdown should be shared with Governors using needs analysis template | | |
| Boys 75 / 638 = 11.75 or 75 / 119 = 63.02 | Girls 44 / 638 = 6.90 or 44 / 119 = 36.97 | | | Cognition and Learning - 61 Communication and interaction - 21 Social Emotional Mental Health - 28 Sensory and Physical 11 | | |
| Progress made by pupils with SEND | | | | | | |
| Achievement – Year 11 | | | | | | |
| | All SEND | Non SEND | SEND support | SEND EHCP | SEND and PP | Non SEND and PP |
| Cohort size | 15 | 88 | 14 | 1 | 46 | 119 |
| Progress 8 | | 0.07 | -0.84 | -0.15 | Not measured, therefore not applicable. | |
| Attainment 8 | | 45.26 | 24.30 | 16.00 | | |
| Progress 8 English element | | -0.09 | -0.98 | -1.14 | | |
| Progress 8 Maths element | | 0.32 | -0.64 | -0.15 | | |
| % Basics Level 4 | | 75% | 7% | 0% | | |

| | | | | | |
|---|--|-----|----|----|--|
| % Basics level 5 | | 43% | 0% | 0% | |
| <p>Summary</p> <p>The data set below is for the Year 11 who completed their studies in 2021. There were 14 students with SEND K and 1 with an EHCP. Due to Covid-19 pandemic results for 2021 were based on centre assessed grades. The method used to calculate these accurately was by using mock exam and marked work to date Each stage of the process went through a stringent moderation process to ensure grades awarded were awarded were appropriate and fair.</p> | | | | | |
| <p>Effectiveness of targeted interventions</p> <p>The use of the national tutoring programme alongside the revision and interventions implemented by teachers has lead to positive outcomes for many students.</p> <p>There was also interventions in school times which were specific to those with SEND which focussed on their ability to navigate exam questions.</p> <p>We also provided intervention for students with exam access arrangements so they knew how to use them effectively to maximise the support within exams. This led to most students feeling more confident in the exam and making the best use of their time. The summer series of exams were not taken due to Covid-19 for this cohort and the performance in their mocks was crucial when generating the centre-assessed grades. As a result, the confidence gained from this intervention would have contributed to their confidence in the mocks.</p> <p>This is something we would like to develop further and will also explore the use of reader pens. These will also enable some students to gain more independence and confidence going into exams.</p> <p>Other interventions ranged from faculty led sessions, ‘top and tailing’ lessons with LSA support, small group interventions with a particular focus on Maths and English, and work around resilience and social skills to develop areas which enhance a student’s ability to cope with their academic work and the exam process.</p> <p>The use of GL assessments have also played a key role alongside that of teacher assessments to enable us to focus on how best to adapt our teaching practice in order to maximise student outcomes.</p> <p>During the Covid-19 lockdown of 2021 we were able to continue to support SEND students. Through a rigorous risk assessment process we were able to identify students who would attend school and those who we were able to support through regular safe and well calls and remote learning. The risks were assessed regularly and a number of our SEND students attended school as a result. We were able to provide some one-to-one socially distanced interventions during this time. For those deemed safer at home were provided additional support to ensure they were able to access the work set. This process enabled us to develop stronger relationships with our families.</p> | | | | | |
| <p>Wider Outcomes effectiveness for this cohort</p> <p>We also worked closely with the Careers Officer to ensure effective CEIAG advice was given and focusing the students on ensuring they achieved the grades they needed to progress at post-16. Our SEND students are seen first to ensure they have the appropriate information and effective transition preparation.</p> | | | | | |
| <p>Attendance and exclusions</p> | | | | | |

| Overall attendance % | | % of pupils PA | | % and number of SEND pupils FTE or PEx | |
|------------------------|----------|------------------------|----------|--|------------|
| SEND | Non SEND | SEND | Non SEND | SEND | Non SEND |
| 85.16 - E 89.93 - K | 94.30 | 50.00 - E 29.91 - K | 16.96 | 37.7% (17) | 62.2% (28) |

Outline successes and interventions not so successful and why relating to attendance and exclusions

We have regular Success Team meetings. This team is made up of the SENCO, behaviour lead, safeguarding lead, attendance lead, Heads of Year, and the intervention team. These meetings provide an opportunity to discuss students who are not attending as well as we would like or have received fixed term exclusions. This allows us to triangulate and plan accordingly to ensure the most effective support is implemented.

Examples of interventions include:

Attendance action planning meetings. These provide an opportunity for families to share their views, and for us to put support in place before we move to the more formal aspect of the attendance procedures such as Fast Track and fixed penalty notices. This as an intervention has proved successful. Further to this we have sought advice from the Local Authority and the Virtual School for SEND, CIC/PCiC, Inclusion and Behaviour. This has led to some students undertaking alternative provision which in turn increased their confidence, improved behaviour and increased attendance to school on the days they are not at their alternative provision.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have.

Attendance of the SENCO to SEND SDG once per half term has helped to build a support network within the MAT thus allowing for easy access to additional help and advice.

Alongside this, support from the local authority and the Virtual School for SEND and Inclusion is regularly sought. This has allowed us to ensure the support in place is appropriate and will lead to a positive impact on our students.

Thurlow House as part of CAMHS, Just One Norfolk and Prospects are also key external agencies, providing support both in and outside of the academy.

We also use the Medical Needs Provision for some of our students who have been signed off school as medically unfit. Some of these students also have SEND.

For some students, we have also worked closely with the Harmful Sexual Behaviour team.

In addition, we are part of a Norfolk Core Consultation Group, which provides us with an opportunity to discuss key students and gain specialist advice on how best to support them.

The following ongoing professional development has been put in place in the last 12 months to inform good practice:

- Invigilator training for LSA's to provide access arrangements within the JCQ guidelines.
- Diabetes and Epipen training.
- Staff receive regular student specific information and updates on the individual needs of specific students.

- IEP's were also introduced for all students who are SEND K – this enables the student's voice to be heard, sharing their strengths, weaknesses and how staff can help them.
- Students with an EHCP have a one page profile. In 2022-23 these will be further developed to include half termly targets related to their EHCP outcomes.
- A positive outcome from the period of school closure in 2021 was that LSAs received CPD on making Safe and Wells calls, being able to act on or seek advice based on information gathered during the calls, use CPOMS more effectively and develop strong relationships with our SEND, some vulnerable and LAC students. They also gained a better understanding of data within Go4Schools when they took on a form POD.
- LSAs benefitted from completing various courses as part of the ATT Institute during the period of school closure. Some also undertook courses around mental health as part of the Open University because poor mental health can be co-occurring for students with SEND.

Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

As the SENCO I will be working closely with the person responsible for teaching and learning to ensure that the continued professional development has a key focus on driving student progress through high quality first (adapted teaching). Sessions on scaffolding, cold-calling and how to effectively implement retrieval practice are examples of how we intend to improve our practice, not only for students with SEND but for all students at Icen Academy. The focus on pedagogical practical will also be important in our enquiry groups, where we use research to discuss our own practice and how we can further improve that we are best able to meet the needs of all learners, including those with SEND. It is one of our AFI's and forms an action for the EIP and should be evident within our lesson rubric.

SEND Objectives for 2021-22

1. Increase the range of interventions in place to increase attainment.
2. Increase the number of students assessed using GL assessments to inform both teaching practice and the implementation of appropriate interventions.
3. Support those with poor mental health in order to provide coping strategies and develop resilience. This is particularly important in light of the impact Covid-19 has had on the mental health of many students.
4. Further develop exam support, including how to maximise their exam access arrangements, for example, how best to use extra time for the next cohort.
5. Introduce Science at KS4 interventions.
6. Hold after school English and Maths interventions for CiC/PCiC, some of whom are also SEND.
7. Introduce Working memory interventions, with a focus on students with dyslexia or dyslexic tendencies
8. Work with the students in KS3 to narrow the gaps in knowledge in preparation for KS4.
9. Implement the use of Provision Map as a tool to track students with SEND.
10. Increase the use of sensory circuits and Zones of Regulation to support students and their ability to self-regulate.

Some of the above were planned for 2020-21, however, progress was hindered due to school closure as a result of Covid-19.

Continue to increase our knowledge of all things relating to SEND at the SEND SDG's and the Norfolk Core Consultation delivered through Norfolk County Council with Emma Owner.