



Iceni Academy SEND Information Report 2022-23



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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 Education 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
Neil Kellett	LAC Governor	neil.kellett@attrust.org.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>

✓ Just One Norfolk NHS: <https://www.justonenorfolk.nhs.uk/>

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

For our academy offer please click the link: [SEND-Report-2022-23-Academy-offer.pdf](#) (attrust.org.uk).

This evaluation report reflects academic year ending July 2022							
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 of SEND and strategies on how to support them. If we are still concerned about the progress of a SEND K student, 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							
SEND Support		Education, Health and Care Plans			% of academy population SEND support EHCP		
105		16			16.5%	2.5%	
% boys and girls		SEND and Pupil Premium % of SEND cohort		<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>			
Boys 23.5%	Girls 13.9%	36.4%		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		30	92	26	4	15	31
Progress 8		-0.8	-0.3	-0.7	-1.63	Not measured, therefore not applicable.	
Attainment 8		30.63	43.64	33.15	14.25		
Progress 8 English element		-1.33	-0.44	-1.31	-1.42		
Progress 8 Maths element		-0.39	-0.14	-0.31	-1.03		
% Basics Level 4		26.7%	67%	31%	0		
% Basics level 5		10%	39%	12%	0		

Summary

The data set below is for the Year 11 who completed their studies in 2022. There were 26 students with SEND K and 4 with an EHCP. These were the first exams sat by students since 2019 and our results in 2022 came out broadly in line with those. The gap between SEND and Non-SEND has narrowed slightly but there is still further work to do to in this area. SEND E was impacted significantly by two of the students attendance. One was a school refuser and the other student did not attend well throughout the year due to personal barriers.

Effectiveness of targeted interventions

The use of the national tutoring programme alongside the revision and interventions implemented by teachers has lead to positive outcomes for many students.

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 included the introduction on reader pens. This led to most students feeling more confident in the exam and making the best use of their time.

The use of reader pens and laptops will enable some students to gain more independence and confidence going into exams, so we will be using these much earlier for Year 10 and 11 going forward.

As this year group had been impacted by both Covid-19 lockdown, mock exams were crucial in preparing students for the summer exams as well as helping staff to identify any gaps in knowledge that they needed to focus on in the run up to the summer series.

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.

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.

Wider Outcomes effectiveness for this cohort

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.

Attendance and exclusions

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
E – 74.90 K – 87.27	89.97	27.27	51.99	46.8% (137)	53.2% (156)

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

We have regular communication between members of our Success Team. This involves the SENCO, behaviour lead, safeguarding lead, attendance lead, Heads of Year, and the intervention team. This

provides 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 in implemented.

Examples of interventions include:

Attendance action planning meetings. These provide an opportunity or 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 lead to some students undertaking alternative provision which as in turn increased their confidence, improved behaviour and increased attendance to school on the days they are not at their alternative provision.

Behaviour interventions were also implemented for some students, including Zones of Regulation to help them regulate in lessons. We also implemented Work Experience to try to support a student and Alternative Provision to support another.

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 is 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 specialists 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.
- Staff receive regular student specific information and updates on the individual needs of specific students.
- LSA's have also benefitted from a visit to another academy within the trust to gain knowledge of a range of that are implemented there in order to explore what we can implement at Iceni Academy.

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 the Principles of Instruction and their effective implementation will be key to this. Further development on key aspects such as 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 Iceni Academy. In addition, we will also focus on how we question students, implement behaviour management strategies and with the introduction of Inquiry Questions there will be a clear focus on pedagogical practice being implemented at the highest standard to strengthen our ability to meet the needs of all learners, including those with SEND.

SEND Objectives for 2022-23

1. Increase the range of interventions in place to increase attainment.
2. Training for LSA's so that we can introduce new interventions. These will include Thrive, Draw and Talk, Read, Write, Inc. Fresh Start Phonics Programme and Speech Link (speech, language and communication)
3. Increase the number of students assessed using GL assessments to inform both teaching practice and the implementation of appropriate interventions.
4. Greater focus on the bottom 20% of readers initially through focused interventions, alongside an increased focus on reading across the whole academy. This will be an expansion on the work already started. As reading ages improve for the initial group, the range of students will increase.
5. Support those with poor mental health in order to provide coping strategies and develop resilience. This will take place through the introduction of Draw and Talk and Thrive interventions as well as a continuation of Zones of Regulation.
6. Further develop exam support, including how to maximise their exam access arrangements, for example, how best to use extra time for the next cohort.
7. Hold after school English and Maths interventions for CiC/PCiC, some of whom are also SEND.
8. Work with the students in KS3 to narrow the gaps in knowledge in preparation for KS4.
9. Improved tracking of interventions to measure impact.
10. Increase the use of sensory circuits and Zones of Regulation to support students and their ability to self-regulate.
11. The SENCO is already undertaking the Making Best Use of Teaching Assistants programme, which is linked to the research carried out by the Education Endowment Foundation (EEF). This will be completed during the autumn term.
12. The LSA's will also undertake further training through the ATT Institute.
13. The introduction of an LSA TNG will also enable us to share practice and gain ideas for supporting students further.

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.