

SEND Information Report

Academic Year 2022-2023



Review Date

February 2023

Ratified

7 March 2023

Next Review

September 2023

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Head of Academy Richard Rushton and SENDCO Sarah Turner – Assistant Principal and approved by the Board of Trustees on [Sept 2023] for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

The academy makes provision for the following kinds of SEN	<p>Iceni Academy provides educational provision for a wide range of SEND needs. Currently this includes students with diagnosis of Autistic Spectrum Disorder (ASD) Attention Deficit Hyperactivity Disorder (ADHD), specific learning difficulties such as dyslexia, dyspraxia, visual and hearing impairments and social, emotional and mental health needs. Iceni Academy does not discriminate against any time of SEND and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made Iceni Academy will seek to support any student in accessing the academy and its full provision offer.</p> <p>Alongside this we aim to provide our students with high quality adaptive teaching. We do this through ensuring staff have adequate training around teaching and learning, as well as how this might be adapted to meet the needs of those students who have SEND. Each student on the SEND register has a One Page Profile, capturing their voice about what they see as their strengths and areas of support as well as student lead targets and clear teaching strategies that can be applied to meet their needs. In addition, we use adaptive teaching sheets to ensure we have captured the needs of each class and the strategies we will employ to enable us to deliver quality first teaching. This is monitored through regular learning walks.</p>
The academy identifies and assesses SEN by:	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none">• Open Evening with SENCo available• Visits to primary schools by the Student Support Officer (SSO) for year 6/7• SENCo and SSO meetings with feeder schools and parents• Transfer information• Attending Year 6 annual reviews for students with an EHCP• Tours of the Academy from Year 5 for identified students (and parents/carers)• Through Assessment Information• Liaising with the Local Authority where appropriate <p>Ongoing</p> <ul style="list-style-type: none">• Teacher referral to SENCo as a result of in class observation and assessment (Iceni Academy referral form)

	<ul style="list-style-type: none"> • Parent referrals • SENCo observations • Use of screening tools such as GL assessments • Through pastoral and team around the child meetings • EHCP needs assessment <p>Exam Access Arrangements</p> <ul style="list-style-type: none"> • Assessment by a qualified assessor to identify needs and assess in line with examination boards. <p>In addition, we monitor the quality of adaptive teaching across the academy as well as the impact of any interventions students are involved in. Assessing the impact of these is done through entry and exit assessments, tracking of attendance and behaviour as well as academic progress.</p>	
The academy supports SEN in accordance with its policy framework which is set out at:	<p>All of our Iceni Academy policies and procedures can be found on our website under Our Academy, then our policies.</p> <p>This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).</p> <p>These policies set out the academy's approach to:</p> <ul style="list-style-type: none"> • Assessing and review of the progress of children with SEND • Teaching children with SEND • Adapting the curriculum and learning environment for children with SEND • Making decisions on additional support in relation to children with SEND • Ensuring inclusion of children with SEND with children without such needs across all academy activities • Supporting the emotional, social and mental development of children with SEND • Evaluating the effectiveness of our provision for our children with SEND. 	
The academy's SENCO's details are:	SENCo:	Miss Sarah Turner
	Email:	sarah.turner@attrust.org.uk
	Assistant SENCo:	
	Email:	
The academy's staff have been trained and have expertise	All staff at Iceni Academy receive training on how to meet the needs of all learners and in particular adaptive teaching strategies to support students with ASD, ADHD, dyslexia, visual and hearing impairments, and social, emotional and mental health.	

<p>in the following areas:</p>	<p>The SENCo has completed the nationally accredited qualification required to be in the role of SENCo.</p> <p>Some staff have completed certified training in Draw and Talk, Lego Therapy, Read Write Inc. Fresh Start Phonics, Dyslexia awareness, ASD, Emergency First Aid at Work, Mental Health First Aid.</p> <p>Mental Health is a key area of support in schools, and we aim to do this through or pastoral system with students having access to Form Tutors, Heads of Year and Student Support Officers. Alongside this we offer therapeutic support via the SEND team with interventions including Lego Therapy, Zones of Regulation and Draw and Talk for example. In addition to this, we support referrals to GP's and attend meetings with other outside agencies such as CAMHS.</p>
<p>The academy will secure equipment and facilities for children with SEND by:</p>	<ul style="list-style-type: none"> • Planning through its annual budget • Applying for Element 3 funding through an INDES • Pupils Premium Funding and where applicable Pupil Premium+ Funding • Applying for grants/additional funding • Buying into the local authority offer • Where applicable, equipment via Access Through Technology
<p>The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:</p>	<ul style="list-style-type: none"> • Annual Reviews • Parents' Evenings • Other in year parental meetings • Plan, do, review cycles • Ongoing communication • Seeking advice from external agencies • Reviews of student progress such as attainment and attendance. • CEIAG support. <p>Student voice is also an important aspect of how we support those with SEND. We do this by ensuring students are involved in:</p> <ul style="list-style-type: none"> • target setting within their individual One Page Profiles • their EHCP review process by gathering their views prior to the review and during attendance, should they wish to be present • school parliamentary meetings with representation at all levels. • access to support via their Form Tutor, Head of Year, teachers, SEND and Pastoral teams. <p>Students with SEND also fully involved in all aspects of school life, including having access to a broad and balanced curriculum, educational trips and visits, sports clubs/fixtures and extra-curricular activities.</p>
<p>Any concerns or complaints raised by a parent/carer of a child with</p>	<p>Following our Complaints Procedure which can be found on our website under Our Academy, then Trust Policies.</p>

SEND will be dealt with by the academy by:	
The academy works with other agencies to support children with SEND and their families:	<ul style="list-style-type: none"> • Parent Partnerships: www.norfolksendpartnershiass.org.uk • Norfolk's Local Offer: https://www.norfolk.gov.uk/children-and-families/send-local-offer Mental Health in School Team • 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 Family Support Services • Just One Norfolk NHS: https://www.justonenorfolk.nhs.uk/ • Other as required
The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	Norfolk's Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS)
The academy works on transition arrangements for children joining or leaving the academy by:	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open Evening with SENCo available for Years 5 and 6 • Tours of the Academy for years 5 and 6 • Year 5 and Year 6 Transition activities with feeder schools. • Additional transition days for those identified in Year 6 by the feeder schools as those who would benefit from this extra time before joining in Year 7. • SENCo and Student Support Officer (SSO) meetings with feeder schools • Transfer information • Attending Year 6 annual reviews for students with an EHCP • Meeting the feeder school SENCO and/or parents of SEND K students with a high level of need but not in receipt of an EHCP <p>Year 11 to Post-16/Post-16 onwards</p> <ul style="list-style-type: none"> • Independent Careers advice (Year 8 onwards) • Careers education in lessons such as PSHE and through assemblies • Year 11 Parent/Carer and student Interviews

	<ul style="list-style-type: none"> • Parents' Evenings • Enhanced transition visits • Support with learning/practicing travel routes via TITAN • Parent/carer meetings • Meetings with local FE providers • Invitation for the FE SENCO or equivalent to attend year 11 EHCP annual reviews
The Local Offer produced by the Norfolk Local Authority is available at:	SEND Local Offer - Norfolk County Council