

## SEND Information Report 2017-18

### SUMMARY:

#### **Context of Department**

#### **Team Leadership:**

SENDCo (Head of Additional Needs) been in this post since January 2018. Started with ESSA Sept 2017 (English).

#### **Current TA structure:**

8 TAs  
Additionally: Assistant SENDCo (3 hours), SEND Admin (just appointed to full-time hours) and an EAL Coordinator

#### **Current SEND Breakdown 2018/18:**

7 EHCP  
161 K Support  
18% SEND across academy (168/918)

#### **2016/17 Results for SEND**

Progress- SEN support -0.49  
SEN with S or EHCP. +0.49  
Eng maths 4+. SEN support 7%  
EHC 0%.  
Attainment 8. Support 22.42%  
Statement 24.50%

SEND Attendance 2018:

Year Group	NOR	Weekly	Cumulative	PA 90%	SEND Cumulative	SEND WEEK	PP Cumulative	PP WEEK
All	918	94.15	94.39	13.95	92	93.4	92.9	92.4
Year 7	209	96.73	95.75	8.62	94.9	96.6	95.7	96.6
Year 8	179	95.63	95.85	9.5	94	96.5	94.9	94.4
Year 9	178	93.63	94.08	5.62	89.2	90.3	92	92.7
Year 10	177	92.10	93.19	19.78	85.9	89.4	92.7	91.8
Year 11	175	92	92.9	20	91.3	89.2	90.1	87.2

SEND attendance is currently under national average at 94.39% (cumulative Sept-May 2017-2018) PAs are high, particularly in Year 10. SEND attendance is tracked weekly, home visits are made and reports are linked to attendance. PAs will be tackled through a joint approach from social capital team and SEND. We will re-measure the data in the final half term.

## RECOMMENDATIONS:

1	How many children in the academy have special educational needs/disabilities?	The academy currently has 168 students on the Special Educational Needs register.
2	How many children are being provided for at K (SEN Support), S (Statement), EHCP (Education Health Care Plan)	<ul style="list-style-type: none"> <li>• K – 161 students</li> <li>• EHCP – 7 students</li> </ul>
3	What types of special education needs does the academy currently need to provide?	<p><b>The types of Special Education Needs that the Academy needs to provide for fall under four broad categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Interaction</b> - Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).</li> <li>• <b>Cognition and Learning</b> - Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia.</li> <li>• <b>Social, Mental and Emotional Health (SMEH)</b> - including but not limited to Self-Harm, depression, ADHD, Attachment disorder.</li> <li>• <b>Sensory and/or Physical Needs</b> - Visual Impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI) and Physical difficulties (PD). It is important to note than some</li> </ul>

		students fall into more than one category of SEND
4	How are students with SEND ensured access to the curriculum?	<p>The levels of support a student receives as part of the graduated approach at the academy are as follows:</p> <p><b>Wave 1 - Quality First Teaching</b> is at the heart of the SEND provision at Essa Academy. We strive to raise aspirations for all our Students irrespective of their background, culture, ethnic origin, religion or any other status. Students are empowered to achieve their full potential through a <b>highly differentiated curriculum</b>, creative technologies and opportunities to encounter new experiences. The responsibility for appropriate differentiation and for identifying and meeting educational needs of the student is the responsibility of the class or subject teacher. The function of other staff/professionals e.g. SENDCO, local authority services, health professionals, is to support them in fulfilling this responsibility. <b>Wave 2 - SEN Support level</b>, a student SEND profile is created and additional support is put in place. Additional support could include: TA in-class support; withdrawal sessions or specific interventions. Additional support is created on an individual basis. Progress is monitored through provision mapping.</p> <p><b>Wave 3</b> - Students receive support from an outside agency, which offer school advice and give strategies on how we can best support the young person. All information is communicated to staff and parents by the SENDCO. Progress is monitored through provision mapping programme and the whole academy assessment framework. <b>Education Health Care Plan</b></p> <p>A request could be made for an Education, Health and Care Plan (EHC Plan) and support is received through high needs funding.</p> <p>At all stages of the SEND process the student and their parents/carers are involved.</p>
6	How is their	All Students academic and welfare progress is monitored through the Academy's assessment and tracking system. Attendance is tracked by social capital leaders and recorded on progress.

	progress monitored?	This is also monitored by the SENDCO on a half termly basis. Reading ages of students on the SEND register are monitored termly by the SEND team. Intervention progress is monitored through provision mapping by the SEND team and reviewed by the SENDCO and necessary parties on a termly basis. All students on an intervention are set Smart targets, which are then reviewed at the end, by the person leading on the intervention. All SEND students' are set regular targets by their curriculum teachers' through the academy Marking and feedback policy.
7	Are all the relevant plans in place? (Provision maps, individual education plans, pastoral plans)	All SEND students have personalized provision map. All high need SEND students have an individual learning plan. Some SEND students have an individual personal passport which are reviewed termly. All students with health/medical needs have a detailed Healthcare plan, which are reviewed termly or as and when appropriate.
8	How are academy resources deployed?	SENDCO  <u>Current TA structure:</u> 8 TAs / 3 Supply TAs (see TA staffing chart). Additionally: Assistant SENDCo (3 hours), SEND Admin (just appointed to full-time hours) and an EAL Coordinator.
9	Are there any budget/resource issues in terms of SEND provision?	TA staffing timetabling will be reviewed.  To consider additionally employing curriculum based tutors in each department that are subject specialists and work additionally to the EHCP/K specific support.  TAs to measure impact, track students and have accountability.

10	Describe the progress on any parts of the Academy Improvement Plan relating to SEND	<p><b>CPD been delivered as follows:</b></p> <p>Whole school SEND Awareness</p> <p>Differentiation</p> <p>EAL</p> <p>Strategies/Toolkit</p> <p>Access Arrangements</p>
11	When was the SEND policy last reviewed and when will it be reviewed next?	Currently in review May 2018, review and new policy will be passed by governors by Sept 18.
12	Has the SENDCO undertaken the necessary training?	The SENDCO has completed National SENCO Award,
13	Have the relevant staff members received appropriate	<p>Yes. Training as follows (since Jan – in post - ):</p> <p>Autism Awareness Training</p> <p>Phonics</p>

	training?	<p>Food Hygiene</p> <p>Access Arrangements</p> <p>EAL and Literacy</p> <p>ESOL</p> <p>Family liaison</p> <p>Dyslexia</p> <p>TA 2</p>
14	Which external agencies and support agencies are the academy working with and how well is this working?	<p>The SEND team are currently working with a number of external support agencies, these include:</p> <p>Ladywood Outreach Service – (weekly)</p> <p>Ladywood Outreach Service – (as requested - active)</p> <p>Educational Psychology – (as requested – active)</p> <p>Behaviour Support – (weekly)</p> <p>Forest Schools – ESSA Provision</p> <p>CAMHS – Awaiting new person</p> <p>Sensory support – (termly)</p> <p>Connexions – (as requested/weekly)</p> <p>Physiotherapist – (half termly)</p> <p>Access Arrangement Testing – Sale High School – (as required)</p> <p>EAL Consultant – Oasis Academy Oldham</p>
15	What communication	<p>All parents of students on the SEND register are invited to meet with the SENDCO/Assistant SENDCO by letter, termly. Email and phone calls are also a regular form of communication</p>

	strategies are in place for parents/carers of children with SEND?	between the SEND strand and parents. Home visits are made to hard to reach parents as and when necessary, by both the social capital team and the SEND strand.
16	What is going well?	<p><b>Impact since Jan 2018 (SENDCo in post):</b></p> <ul style="list-style-type: none"> <li>✓ Raising SEND awareness across academy – assemblies/Autism Awareness Day/setting up nurture provision/clubs at lunch running/links with Forest/animal therapy</li> <li>✓ SEND team delivered whole school CPD with workshops (3 hours)</li> <li>✓ Improved interventions running</li> <li>✓ New interventions running (Bradford Reading/handwriting/access arrangements)</li> <li>✓ Access arrangements (AA) formal testing for academy started (none in place prior) – Year 11 completed and started process for Year 10</li> <li>✓ Students are practising AAs so they are becoming part of normal working practise</li> <li>✓ TAs all received formal AA support training</li> <li>✓ Dyslexia testing in place</li> <li>✓ More personalised personal passports</li> <li>✓ Employed 2 HLTAs (1 EAL/1 SEND specialists)</li> <li>✓ Assistant SENDCo in post (3 hours a week)</li> <li>✓ Full-time SEND Admin</li> <li>✓ Huge focus on moving away from paperless system – SEND cabinets in place with legislative documents filed</li> <li>✓ TAs carry toolkits to use in class and have physical resources than just I.T. focused</li> <li>✓ Sensory room built</li> <li>✓ Department phone in place</li> <li>✓ INA/new starter pathways reviewed</li> <li>✓ Started 2 EHCP referrals</li> <li>✓ Challenged decision of 1 EHCP referral (made by previous SENDCo)</li> <li>✓ Spotlight events for challenging students (share practise/agree strategies/supporting staff)</li> <li>✓ More pro-active referral systems in place</li> </ul>



		<ul style="list-style-type: none"><li>✓ EAL Coordinator in post</li><li>✓ EAL consultant involved</li><li>✓ PMAs for all TAs in place</li></ul>
17	Priorities	<ul style="list-style-type: none"><li>• EHCP referrals (not enough EHCPs in school)</li><li>• Create efficient team (new structure framework plan)</li><li>• TA accountability for student progress</li><li>• Improve differentiation for SEND/EAL</li><li>• Curriculum Tutors to support in departments alongside TAs for EHCPs</li><li>• Learning walks every week</li><li>• Better QA systems</li><li>• Holding teaching staff to account linked to providing quality first teaching</li></ul>