



SEND information report – Academic Year 2018 - 2019

1. Introduction

At Horbury Academy, we are committed to the equal inclusion of all students in all areas of academy life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our students including those with a special educational need or disability.

Our academy recognises there are particular groups of students whose circumstances require additional consideration by those who work with them to support their SEND.

A definition of Special Educational Needs and Disabilities:

The Government defines a child as having a SEND *‘if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.’* (CoP 2015, p16)

2. Areas of need:

In Horbury Academy, we recognise that there are **four main areas** which cover Special Educational Needs. These areas and their meanings are as follows:

Communication and Interaction

Delay in attention / Interaction Skills – students may have difficulties ignoring distractions and may need regular prompts to stay on task. They may find whole class work difficult. They may need individualised motivation in order to complete tasks. These students may have peer relationship issues or may not be able to initiate or maintain a conversation.

Understanding / Receptive Language – students may need visual support to understand or process spoken language. Students may repeat language.

Speech / Expressive Language – students may use simplified language and use limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request further clarification. Some immaturities are in the sound system. Grammar/phonological awareness is still fairly poor and therefore literacy can be affected.

Cognition and Learning

Students may have difficulties with the skills needed for effective learning such as use of: language, memory and reasoning skills; sequencing and organisation skills; an understanding of number; problem-solving; fine and gross motor skills; independent learning skills; exercising choice; decision making and information processing.

Social, Mental and Emotional Health

Students may have difficulties with social and emotional development which may lead to or stem from: social Isolation; behavioural difficulties; attention difficulties; anxiety and depression; attachment disorders; low self-esteem and issues with self-image.

Sensory and/or Physical

These students may have a medical or genetic condition that could lead to difficulties with: specific medical conditions; gross and fine motor skills; visual or hearing impairment; accessing the curriculum without adaptation; physically accessing the academy building or equipment; oversensitivity to noise / smells / light / touch / taste and issues with toilet / self-care.

3. Level of SEND support we provide

Horbury Academy provides for a whole range of SEND needs. These include: students with EHCP and other additional SEND needs.

For students with an EHCP the amount of additional funding is determined through the Local Authority SEN panel. This panel determine the level of funding that can be offered to the child through the use of a consultation document. Parents, students and Academy staff will work on this document through annual reviews or EHC or My Support Plans.

Within the Academy, support is matched to individual need. This is determined through discussions with parents, students, the SENCO, teaching staff and Pastoral Year Leaders.

Resources are allocated to match individual needs. The nature of the resource will depend on the individual needs of the child. Discussions with students, parents, Pastoral Year Leaders, external agencies and teaching staff enable us to allocate provision. Provision is monitored through the use of a Provision Map.

4. How we identify students with SEND and how we consult with parents/carers

At Horbury Academy we work closely with parents/carers to identify children and young people who have SEND. If you have any concerns regarding your child you can access one of our many pastoral systems for support. Initial contact should be made through form tutors or Pastoral Year Leaders. They will be able to direct your concerns to the correct person. Where possible, we encourage parents/carers to come into the Academy to discuss concerns directly with ourselves. You may also choose to contact our SENCO, Mrs V Martin, directly who will be able to answer any of your questions.

In addition, Parents' Evenings are held throughout the year where you can see individual members of staff directly.

The Inclusion Team tracks and monitors data through the progress check cycle. This enables us to highlight any areas of underachievement and put into place the necessary support through a strong intervention package.

Consultation will also take place with parents through EHCP reviews. As part of this process, parents will be included in the development of the My Support Plan. This enables you to give your views on the progress and support available to your child.

5. Arrangements for consulting young people with SEND

A young person with SEN will be the main person involved in planning for their needs. If they have an EHC plan, the student and their parents/carers will be invited to a review every year to look at the support and intervention that may be needed to enable the student to make the best progress. At every stage, we will explain the support we can offer and the decision will be made together. During this process will be discussed and parents/carers and students have the opportunity to contribute to the review. Parents/carers and students will be given the opportunity to contribute to the My Support Plan information will be collated from all stakeholders to ensure the review is thorough.

Arrangements for assessing and reviewing children and young people's progress towards outcomes

Parents/carers are informed of their child's progress throughout the year through Parents' Evenings and our report cycle. If a form tutor, class teacher or Pastoral Year Leader has concerns about a student, they will contact the parents/carers to arrange a meeting or have a discussion.

If a child has an EHCP, parents/carers will also be invited to a review.

6. Arrangements for transition

Students will be supported through the transition phases in Key Stage 2 to 3, 3 to 4 and 4 to 5. In Years 5/6 our SENCO will endeavour to attend EHCP reviews at primary schools to support parents, carers and students with the transition process and enable them to make the right decision about provision for their child. In Year 9, students will take part in a transition review which prepares them for Key Stage 4 and supports them in the options process. In Year 11, students will participate in the EHC plans and My Support Plan. This allows all stakeholders to come together and work on a support plan which enables students to have a strong progression route Post 16. This will also include options for further education.

7. Teaching children and young people with SEND and adaptations to the curriculum

Within Key Stage 3, students are placed into ability groups for the core subjects of English, Maths and Science. This is determined using data from KS2 assessments and baseline tests within the Academy. Pastoral Year Leaders, Curriculum Leaders and our SENCO work closely with SLT to ensure that students are placed into groups that are appropriate for their individual needs. In foundation subjects, students are taught in mixed ability groups and work is differentiated by the classroom teacher where needed.

In addition, we also have teaching and intervention groups that work within a modified curriculum and support students in social and emotional development. Parents/carers will be given further information regarding this if it is appropriate.

At Key Stage 4, students select their own option choices from the curriculum model with guidance from staff and parents/carers. An Options Evening helps them to make this choice.

In class, the classroom teacher will help to support the student with both home learning and class work. All work will be differentiated in line with our teaching and learning policy so that all students can access the curriculum. We will also make sure that the group is the correct teaching group for each learner. In some lessons, some students may find they also have support from a TA. This is in line with the student's needs and recommendation from our SENCO.

In addition, if we think a child may need extra help in exams, we can test for access arrangements. This is in line with JCQ regulations. Although we cannot guarantee that all students will be given access arrangements, we will try our best but the decision lies with the exam board(s).

8. Supporting the emotional and social development of students with SEND

Emotional and Social development is supported through our Student Support system. Intervention is made available to all students within the Academy. Students can access this through their Pastoral Year Leader on a short and long term basis. Intervention provides a range of emotional and social development support including anger management, one to one mentoring, peer mentoring and small group work. Emergency referrals can be made if needed, through our Intervention Referral system.

TAs also provide mentoring for all students with an EHCP of SEND. In addition, all students at Key Stage 4 are allocated time to meet with advisors for careers.

Students may also be supported through a PSP, CAF or CIN planning meeting. This will be led by a member of our pastoral team: SENCO, Assistant Principal, EWO or Pastoral Year Leader.

9. Working with external agencies

The Academy will aim to work with external agencies where appropriate. This will be done through the referral process after an EHC planning meeting. In addition, a planning meeting will also be held where advice on individual students and individual services can be sought. Any recommendations leading from this will be implemented by the SEND department where appropriate.

Examples of external agencies we work with are: Educational Psychology, Educational Welfare Service, Access Team, Occupational Therapy and Learning Support Team, amongst others. Parents/carers and students may also be asked to give their views to external agencies.

10. Handling complaints from parents/carers of children with SEN

Wherever possible, we ask that parents/carers remain in close contact with the Academy in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve the issue, any complaints will be addressed in line with Accord Complaints Policy which can be found on our website.