



# Alec Reed Academy

## Special Educational Needs and Disability SEND Information Report

### Introduction

Our SEND Information Report is information for parents and carers of young people who have SEND (Special Educational Needs and Disabilities) and all those who support young people with additional needs.

As a school we strive to support our pupils in their emotional, social, physical and academic development, which means that personalised learning is at the heart of the schools teaching and learning policy. We aim to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach their full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2015).
- Parents/carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.

### 1. What kinds of needs can be supported at Alec Reed Academy?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

The department for education has recognised four types of Special Educational Needs and Disabilities (SEND), in the new SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

As a school we will sometimes commission other professionals to help us meet an individual child's needs in school or we may need to recruit staff or buy specialist equipment in order to support a child with SEND. We maintain close links with the both the Local Authority and other external support services to ensure that the school makes appropriate provision for pupils with special educational needs

- SEND Ealing Local Offer – [www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0](http://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0)
- Special Education Needs and Educational Psychologist [www.ealing.gov.uk/info/200584/special\\_educational\\_needs/900/educational\\_psychologists](http://www.ealing.gov.uk/info/200584/special_educational_needs/900/educational_psychologists)
- Ealing Speech and Language Communication Services: [www.ealinghospital.nhs.uk/services/community-services/ealing-community-services/speech-and-language-therapy-paediatric/](http://www.ealinghospital.nhs.uk/services/community-services/ealing-community-services/speech-and-language-therapy-paediatric/)

We recognise that sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents /carers and the child or young person with SEND, with advice from the professional/s involved, usually within an Education, Health and Care Plan meeting. This decision would be recorded in an Education, Health and Care Plan.

## **2. Who can I talk to about my child's Special Educational Needs?**

- Form tutor
- Year group SaFE Worker
- HLTA Literacy
- HLTA Speech and Language
- SENCo (Special Needs Coordinator)
- Raising Achievement Leader (assigned to year group)
- Class teacher (subject)

## **3. How are children's needs identified?**

At Alec Reed Academy, we recognise that pupils are different and they will make progress at different rates. So as a school we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all children settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a child might have a Special Educational Need then a meeting with parents/carers (and the child if appropriate) will always be arranged to investigate the needs further before the child is classed as having an SEN.

The SEND Code of Practice defines SEN as:

*"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning than the majority of others of the same age: or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

## **SEND Code of practice January 2015**

Click here <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If a pupil is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

At ARA we are aware that some pupils can fall behind in school for lots of reasons such as;

- Absence from school.
- Attending lots of different schools and not having had a consistent opportunity to learn.
- They may not speak English very well or at all.
- They may be worried about different things that distract them from learning.

As a school we are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable pupils have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

#### **4. How are children's needs identified before they start at our school?**

As soon as we know that a child will definitely be transferring into our school in Year 7, we start finding out more about each child so we can plan for their needs and ensure that they settle into our school and make good progress in lessons. In the spring/summer terms the transition team will visit feeder primary school to liaise with their SENCOs and Year 6 teachers to find out information on all pupils, including those identified as SEND, MABLE and EAL. The information collected during these meetings will be used by the school to ensure pupils are placed in the correct ability classes, as well as used by the SENCO to create profiles for SEND pupils for those pupils that have an EHC Plan and where it may be required for those SEND pupils who will have had involvement with external agencies. Most pupils with SEND are, therefore, identified before admission to ARA, and appropriate teaching and support can be arranged prior to their transition into the school.

#### **In Year Admission**

All pupils admitted to the school after the start of the academic year are interviewed and tested on entry, to identify any areas of need and to provide information to staff about the pupil's learning

The child's previous school is contacted to ensure the transfer of information and the child's school file.

#### Year 6 Parent Evening.

This is held for the parents of the Year 6 pupils that will be transferring into the school. The meeting takes place in the summer term before your child starts ARA. If you believe that your child has a Special Education Need that has not been previously identified by your child's current school then please inform us of your concerns.

#### Work with previous schools or educational settings–

School records are passed on to us, these will be looked at by the SEND team carefully. If we feel there is a child with SEN who will be moving to our school the SENCO will contact the primary school to get further information either via telephone conversation or visiting the school.

#### Transition Sessions for Year 6

Each year, our Transition Team work with a small number of year 6 pupils from our feeder primary schools, who are not ready for secondary school due to learning, social, emotional, and behaviour difficulties. The aim of these sessions is to prepare these pupils for secondary school life.

#### Induction Days

In the summer term every child that will be transferring to our school has an opportunity to spend a day with their form group. This day provides children a taste of secondary school life, which involves experience of lessons and provides them with an opportunity to meet their new peers.

## **5. How are children's needs identified at our school?**

At ARA we want all our children to feel happy, have friends and feel like they are learning successfully. It is really important to us that any pupil feels that they can tell us about any worry that they may have so we can help them. We hope that all our children feel that they can tell any member of staff their worries and that they will listen.

### **If a Parent/Carer has concerns**

Your main point of contact at school should always be your child's SaFE Worker. You can start by contacting the SaFE Worker, who will be able to discuss your concerns. If you need to speak with other staff members, such as the subject teacher, Pupil Progress Leader for your child's year group, or the Special Needs Co-ordinator (SENCO), then the SaFE Worker will be able to help you arrange this.

Every pupil has a school planner, which travels between home and school every day so that comments from parents/carers, class teachers or tutors can be shared and responded to as needed.

### **Talking to the teacher**

We feel that working in partnership with all parents leads to the happiest pupils and the best education. If at any time you are concerned about your child please arrange an appointment with your child's class teacher/ form tutor or SaFE Worker as soon as possible in order to discuss them. If you cannot get into school an initial phone call or letter is a good start in letting us know. If, after further investigation, we believe that your child may have some special education needs then we will arrange a meeting with you in order to identify these needs further and develop ways to support your child.

### **Teacher assessments**

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil at regular intervals throughout the year. If a child is not making progress then further investigations will be made to ensure that the school is meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support.

### **Other information that may be used to identify pupil needs**

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other support.

- Analysis of behaviour logs.
- Analysis of achievement logs.
- Information from other staff attached to your child's year group.

If your child has already had some Special Educational Needs identified then a plan to support them to reach certain outcomes should have already been put in place either by our school, through an EHC plan or your child's previous Primary or Secondary school.

The success of this plan in meeting their needs and ensuring they make progress should be reviewed at least termly or half termly. This process really helps to ensure that everyone involved in supporting the child really understands their needs.

## **6. How do we work in partnership with parents of children with SEN?**

We try and work closely with all our parents to ensure that all pupils are making progress. Working in partnership with parents of children with SEND is even more important so we do the following things:

- Communicate regularly and informally through the school planner and/or phone calls and letters and quick informal chats as and when needed.
- Have an open door policy so that parents can make appointments to see the form tutor, SaFE Worker, Pupil Progress Leader for your child's year group, class teachers and/or SENCO when they are concerned and would like a longer discussion.
- Include the progress a child with SEND has made towards their desired outcomes in their progress reports.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan

## **7. How do we enable children with SEND to make decisions about their education?**

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- Asking questions in lessons.
- Asking questions in books
- Regular Coaching sessions
- Parent's Evenings

For pupils with statements or EHCPlans, the Annual Review process is used to discuss and review pupils' targets and progress. This includes the setting of targets that will be agreed by school, pupil and parents.

For pupils in year 9 and above, the Annual Review process will include discussion and agreement of a transition plan. This plan will help the pupil to progress onto the next stage of learning. The plan will be agreed by school, pupil and parents and will form part of the Annual Review. This transition plan is supported by Connexions - the careers advice service.

### Children with SEN support

In addition, children with SEN support have targets set which will help them to work towards their expected academic targets and help them to become better prepared for adulthood. These outcomes are decided with the SaFE Worker/HLTA, Raising Achievement Leader and/or coach and pupils. The progress made towards these targets will be discussed during personal coaching sessions and at Parents Evenings. Please make sure that you come to the meeting as this is the best way we can work together with you.

### Children with an EHC plan

In addition to Parents Evenings we also hold an Annual Review meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Children will attend the whole of the Annual Review meeting if they wish – or just state their views.

### **8. How do we help children when they join our school?**

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school so they know what to expect. (Please see section on identification of needs before coming to our school)

Once we know that a child has SEND we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. This transition should only take a short amount of time and will be decided prior to the child entering the school in year 7 or when the pupil transfers into school as an In Year Admission.

### **9. How do we help children when they move to another school?**

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEND we also:

- Pass on SEND records to the new school, Annual Review Paper work and EHC plans.
- Liaise with the SENCO / year group leader of the new school or college to clarify any information necessary where it is possible.
- If needed we can include ways to support a child to have a settled move to a new school through their SEN support plan or EHC plan. For example do some work to help prepare them for the transition – e.g. working on a new one page profile for the new school.

### **10. How do we help children when they move between phases of education?**

When moving phases of education:

- Information will be passed on to the new class teachers IN ADVANCE and if required a planning meeting will take place with the new teachers. All plans will be shared with the new teachers.
- Pupils with an EHC Plan who are moving on to further education are supported by the Ealing Connexions Service. A Personal Advisor will help plan and organise support for the move to college or vocational training.
- All pupils in Years 11 meet with the Connexions Personal Advisor to discuss possible routes for training or further education.
- The school arranges visits to further education fairs for all pupils in Years 11 to 13 who are at risk of becoming NEETS. The schools Careers Advisory will liaise with the Connexion Personal Advisor to support pupils with finding and applying for apprenticeships.
- We send SEN records to the new school including Annual Review Paper work and EHC plans.

### **11. How are adaptations made to the school to help children with SEN?**

- SEND pupils where possible have full access to all school activities so far as it is reasonably practical and relates to the pupil's needs. The parents/carers of any pupil with SEND are very welcome to come and discuss whether the school would be able to cater appropriately for their child.
- Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are required to adapt the curriculum to ensure access to learning for all children in their class.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Our Teachers will use specific resources and various strategies to support your child individually and in groups, this might include using:
  - Visual timetables
  - Visual and concrete cues
  - Visual prompts when recording and re telling stories
  - Multi-sensory teaching approach
  - Modelling
  - Breakdown of tasks and instructions into manageable chunks
  - Rehearse sentences and vocabulary for speaking, reading and writing e.g. use of role play
  - Enlarging text and other resources VI pupils
  - Writing frames
  - Lap tops or other alternative recording devices
  - Small group or 1-1 learning with an TA
  - Pre-teaching content or vocabulary
  - Over-learning topics
  - To set alternative activities for home learning
  - To provide specially targeted texts and resources appropriate for pupils' reading ages
  - To provide additional apparatus or materials
  - To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties
  - Peer buddy systems
  - Positive behaviour rewards system
  - Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Pupils with SEND are fully integrated members of the ARA community. All pupils are encouraged to take part in extra-curricular activities at lunch time or after school. Support staff also attend day trips to support pupils with SEND. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. Where we consider an event unsafe for a pupil to take part in, then we will try to look at alternative activities which will cover the same curriculum areas which will be provided in school.

Sometimes, some pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Each pupil identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. When this is required then, the Special Needs Co-ordinator is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:

- Additional adult support in the classroom – the SENCO also is able to direct a limited amount of ‘hours’ of additional adult support in the classroom, in cases where there is evidence that pupils are significantly below the expectations for their age
- Withdrawal sessions – when pupils comes out of some lessons for pre-arranged sessions with HLTAs on, for example, literacy, numeracy, organisation skills, vocabulary group, etc.
- Withdrawal sessions – when pupils comes out of some lessons for pre-arranged sessions on, for example, small group or 1:1 sessions related to social, emotional needs, self-esteem, social skills etc.
- Homework club. Teaching assistants run homework clubs in LS3 on Monday, Wednesday and Friday throughout lunchtime.

At the end of Year 8 pupils choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. Pupils are guided to follow specific curriculum pathways to maximize their chances of success and give them access to positive learning experiences. Some SEND pupils will follow the alternative curriculum pathway. This pathway includes both vocational and academic subjects and pupils will be given in class support from Teaching Assistants.

The school’s Curriculum is regularly evaluated to ensure equal access to all pupils, and there are various programmes available to take into accounts pupils aptitude and abilities. Pupils at Key Stage 4 and 5 have the opportunity of following both an Academic and Vocational route to broaden their curriculum experience.

## **12. How does the school know how well SEND Children are doing?**

Teachers, as part of their professional standards, monitor and review all pupils’ progress throughout the year. The whole school system at the Academy includes:

Data collection each half term, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and Curriculum Leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.

Progress of Intervention programmes is reviewed every half term, which might include testing. These programmes are reviewed by the SENCO, who use the information to plan and design the next half term’s intervention programme.

In-class additional support is reviewed by the SENCO through discussion and lessons observations. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.

At the start of Y7 pupils are screened for reading and comprehension using the NFER Group Analysis tests.

The school positive behaviour management system Class Charts provides parents/carers with information about how well a pupil is engaging with the learning opportunities on offer, and provides the Pastoral teams with evidence for how well a pupil is learning at school.

## **13. How is the SEN Funding used at Alec Reed Academy?**

At Alec Reed Academy we ensure that all pupils with SEND have their needs met to the best of the school’s ability, within the funds available.

The SEND budget is allocated on a needs basis and the pupils who have the most complex needs are given the most support.

Our provisions are arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment.

Alec Reed Academy receives funding directly to the school from the Education Funding Agency to support the needs of SEN pupils which is called the Notional SEN budget and funding from the Local Authority, which is distributed as 'top up' funding for SEN pupils who have an EHC Plan

The SEN budget is spent on additional resources and staffing costs which are allocated to support groups or individual pupils. Teaching Assistants may be targeted to work with identified pupils, under the guidance of a teacher, and in consultation with the SENCO.

#### **14. How do we support pupils emotional and social development**

The SEN department works closely with the Access and Inclusion Department to support our most vulnerable pupils during structured and unstructured times of the day. Our Access and Inclusion Centre team work closely with identified pupils to develop their self-esteem and confidence as well as friendship skills, through 1:1 and small group support. The school counsellor is available for pupils with emotional or mental health issue. The Access and Inclusion Centre team also work with disengaged pupils whose behavioural choices are having an impact upon their education and social well-being or are in danger of exclusion.

#### **15. How effective is our SEN provision?**

Monitoring and tracking of pupil progress is an integral part of teaching and leadership within the school. Teaching and support staff as well as parents/carers, pupils are involved in reviewing the impact of interventions for pupils with SEND. We follow the 'assess, plan, do, review' model laid out in the SEND Code of Practice, ensuring that all parties are involved in this process including parents/carers and pupils (please refer to our SEND Policy).

Progress data of all pupils is collated by the whole school and monitored by Teachers, Middle Leaders, Senior Leaders and Governors.

Last Year we provided the following interventions for our pupils with SEND:

- Reduced class sizes relative to many other schools.
- In class Teaching Assistant support.
- Withdrawal sessions – Lego therapy.
- Literacy and numeracy support.
- Phonics Reading Programme
- Accelerated Reader Programme for Year 7, 8 and 9 pupils.
- Mentoring.
- Withdrawal sessions – occupational therapy
- Withdrawal sessions – SALT
- Social Skills programme (Friends for Life) run by the Access and Inclusion Centre team and the Academy counsellor.
- Catch up course and homework clubs.
- Counselling Service.
- Alternative Provision.

#### **16. What do I do if I am concerned about the quality or effectiveness of support my child is getting?**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's subject teacher if you have concerns about progress in the subject, or the form tutor or SaFE Worker if you have general concerns related to behaviour, progress etc.

If you still feel concerned then please contact the Pupil Progress Leader to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact in the first instance the SENCo, before contacting the Principal. An appointment can be made via the school office and/or reception, or a message can be left asking them to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the SENCo to Alec Reed Academy, Bengarth Road, Northolt, Middlesex UB5 5LQ.