



## **SEN Information Report**

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Governor signature:

Head teacher signature:

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## Q3 Academy Tipton SEN Information Report

### for Children and Young People with Special Educational Needs and Disabilities (SEND)

Only a minority of children will have a special educational need, which may create a barrier to learning. As a consequence, extra provisions will be required to meet the needs of pupils who, according to the SEND Code of Practice (2014), are likely to be categorised as:

- Communication and interaction;
- Cognition and learning;
- Emotional and social difficulties and
- Sensory, physical and medical issues.

The aims of our policy and practice in relation to special educational needs and disability in the academy are: to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all; to ensure that pupils with special educational needs (SEN) engage with the activities of the academy alongside pupils who do not have SEN; to use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum; to request, monitor and respond to parents/carers’ and pupils’ views in order to evidence high levels of confidence and partnership; to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development; to support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils and to work in a co-operative and productive partnership with the Local Authority (LA) and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

At Q3 Academy Tipton we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states “Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.”

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: children or young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

### **Provision made for special educational needs (SEN)**

Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health and Care Plan (EHCP), are welcome to apply for a place at Q3 Academy Tipton, in line with the academy admissions policy. If a place is available, we will aim to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this academy.

For children and young people with an EHCP, parents have the right to request a particular school and the Local Authority (LA) must comply with that preference and name the school/academy or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person
- The attendance of the child or young person would be incompatible with the efficient education or others, or the efficient use of resources.

Before making the decision to name Q3 Academy Tipton in a child or young person's EHCP, the LA will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the LA must also seek agreement of Q3 Academy Tipton where the draft EHCP sets out any provision to be delivered on site that has been secured through a direct payment (personal budget).

Parents of a child or young person with an EHCP also have the right to seek a place at a specialist provision, if it is thought that their needs can be better met at a special school, which will normally be raised during an annual review.

### **How we identify pupils requiring additional support**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous schools or the pupil themselves, regarding concerns relating to slow levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observations indicate that they may have additional needs.

### **How parents should notify learning concerns**

As parents/carers, we value your expertise and the understanding you have of knowing your child well. If parents/carers have concerns relating to their child or young person's learning or inclusion, then please initially discuss these with their subject teacher, form tutor or Year Director. This may result in a referral to the Special Educational Needs Coordinator (SENDCO) whose name is Mrs Oakshott-Marston (NASCO). All parents/carers will be listened to. Q3

Academy Tipton acknowledges that parents/carers' views and aspirations for their child or young person will be central to the assessment and provision that is provided by the academy.

### **Support offered to pupils with SEND (assess, plan, do, review)**

All pupils will be provided with teaching that is differentiated to meet the needs of all learners. The quality of teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENDCO and external verifiers
- On-going assessment of progress made by pupils with SEND
- Attendance and behaviour records

Pupils with a disability will be provided with reasonable adjustments to overcome barriers and increase their access to the taught curriculum.

All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed these targets via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected progress are identified. Additional action to increase the rate of progress will then be identified, including provision to the teacher of additional strategies to further support success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the academy considers their child or young person may require SEN support and their partnership will be sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

- **Assess:** data on the pupil, held by the academy, will be collated by subject teachers and the SENDCO in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate provisions will be implemented by the subject teachers with advice from the SENDCO.
- **Do:** SEN support will be recorded on an Aspire Plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets around preparing for adulthood) that take into account parents/carers' aspirations for their child or young person. Parents and the pupil will also be consulted on the action they can take to support attainment

of the desired outcomes. This will be recorded and a date made for reviewing attainment.

- Review: Progress towards these outcomes will be tracked and reviewed regularly with parents and the pupils

If progress rates are judged to be inadequate despite the delivery of high quality provisions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been given and may include a referral to:

- Local Authority support services
- Specialists in other schools e.g. special schools
- Social Services
- Health partners such as School Nursing Service and Child and Adolescents Mental Health Service (CAMHS)

For a very small number of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the LA to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP).

### **How we involve pupils in decisions regarding provision to meet their needs**

Q3 Academy Tipton uses Aspire Plans. Pupils will complete a section on this document at least twice during the academic year, which will identify their abilities and strengths, their personal aims and the action they require to be taken by the academy to reduce barriers to learning and social success. This information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

### **Planning the curriculum to meet needs**

Subject teachers plan using pupils' achievement grades, differentiating to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCO and/or external agencies. All actions taken by subject teachers will be shared with parents/carers via Parents' Evenings and the reporting system.

### **Information sharing with and supporting parents**

Attainments towards the identified outcomes will be shared regularly with parents/carers through reviews, Parents' Evenings and the academy's school reporting system.

Parents/carers are encouraged to arrange an appointment to discuss their child/young person's progress with the relevant subject teacher, the pupil's head of year, the SENCO or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact their child or young person's success. Face-to-face or telephone appointments can be arranged by contacting the academy's telephone number: 0121 521 1540.

Please look at Q3 Academy Tipton's website. It can be found at <http://www.acesch.co.uk> and includes links to websites that we have found useful in supporting parents/carers to help their child or young person learn at home. Subject teachers or the SENCO may also suggest additional ways of supporting your child/young person's learning. If you have ideas on support that you would like to access in order to further support your child/young person's learning, please contact the SENCO who will endeavour to locate information and guidance for you in this area.

### **Evaluating the effectiveness of provision**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to achieve their potential. Quantitative data will examine both progress and attainment grades compared to those achieved nationally for pupils with the same level and prior learning level. This data will be shared with governors and will be judged by external moderators such as Ofsted.

### **Pastoral support**

Q3 Academy Tipton offers a wide variety of pastoral support for pupils. This includes:

- Each year group has a designated Head of Year and a Behaviour Manager. These members of staff have timetabled availability across the teaching week to speak with pupils if they have a concern or worry.
- Support from a Year Director, who leads the pastoral term, and has availability to support pupils concerns, if required. Head of Schools regularly liaise with the SENDCO to ensure effective provision in meeting the needs of pupils through teaching and learning.
- Support from the School Nursing Service who attends Q3 Academy Tipton one day each week and is based in Pupil Support.
- Referrals to support pupils via The Albion Foundation and school counselling. Academy staff can make referrals through the Welfare Team in Pupil Support.
- Pupils who find unstructured times difficult are provided with small group opportunities within Pupil Support and action is taken to develop their social interaction skills.

- Social Use of Language programmes, which run weekly, to develop pupils' social communication skills.

### **Pupils with medical needs (Children and Families Act)**

Pupils with medical needs are supported by the school's Senior First Aider and a health care plan, compiled in partnership with the school, pupil, parents and, if required, a medical professional. Staff who volunteer to administer medications have completed formal training and have been verified as being competent. All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within *Supporting pupils with medical conditions* (DfE) 2014 and identified in the academy's School Medicine Administration Policy. Q3 Academy Tipton uses the templates issued by the DfE to ensure pupils are safeguarded and supported to manage their medical condition.

### **Specialist Services**

Q3 Academy Tipton seeks advice and equipment from outside agencies as and when the need arises. This may include Educational Psychologists, Occupational Therapists and the School Nursing Service. Q3 Academy Tipton endeavours to act upon advice given to the academy to inform provisions and interventions to support learning and assist pupils to achieve their potential.

The SENDCO can direct parents/carers and pupils towards organisations for further help and support. However, Q3 Academy Tipton website offers a directory of websites to support special educational needs outside of the academy setting.

### **Staff Training for pupils with SEND**

In the last two years, Q3 Academy Tipton staff has received a range of training on three levels: awareness, enhanced and specialist.

#### Awareness training has been provided to all staff on:

- Dyslexia-friendly classroom – all staff

#### Enhanced training has been provided to Teaching Assistants and the SENCO on:

- Attendance to SENDCO Updates (Sandwell Local Authority)
- Phonics/reading support
- Paired reading intervention
- SEMH-friendly Approaches
- Vocabulary and Inference Programme

#### Specialist training has been provided to the SENCO on:

- The National Professional Qualification for Senior Leadership (NPQSL)

- The academy has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils
- The NHS Speech and Language Therapist visits termly to assess and plan support for targeted pupils

### **Inclusion of pupils with SEND in school activities**

Q3 Academy Tipton ensures that it has sufficient staff expertise to ensure that no child or young person is excluded from any academy-provided activity or experience. Should it be required, risk assessments are carried out and procedures are put in place to immerse all children and young people in all academy activities and experiences.

### **The accessible school environment**

Our Accessibility Plan, describing the actions the school has taken to increase access to the environment, the curriculum and to printed information, is available on the academy's website.

Since Q3 Academy Tipton received funding from *Building Schools for the Future*, the academy has made the following adaptations to the learning environment:

- Disabled parking spots marked and located nearest to reception
- A medical room has been provided in order to enable a safe place for insulin testing/injections
- All steps edged with a contrast strip to ensure they are easier for those with visual impairments

### **Transition arrangements**

A number of strategies are in place to enable effective transition between educational settings.

#### On entry:

- A planned transition programme is delivered in the summer term to support transfer for pupils starting at the academy in September.
- Parents/carers are invited to a Meet the Tutor evening at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The SENDCO, along with the academy's Transition Manager, will visit Q3 Academy Tipton's feeder primary and junior schools for meetings with Year 6 teachers and SENCOs.
- If appropriate, feeder primary and junior school staff may recommend Year 6 pupils to attend Q3 Academy Tipton's extra transition sessions for vulnerable children (SEN/EAL/medical conditions).

#### Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged, as appropriate.
- For pupils transferring to local schools, the SENCOs and/or Transition Managers of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.
- Should it be required, pupils who have a special educational need and are looked after by the local authority will have arrangements made to suit their specific need and case. We endeavour to keep all parties informed of assessments, review meetings, Parents' Evenings and progress made within lessons during the academic year.

#### After school:

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* (April 2014). This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents/carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages ([nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)) or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a pupil has an EHCP, all reviews of that plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

#### **Funding and resources**

Q3 Academy Tipton receives funding to respond to the needs of pupils with SEND from a number of sources, including:

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- In class, adult or peer support, aimed at increasing skills in a specific area of weakness (learning behaviours, organisation)
- Out of class support (relationship building, social, emotional skill development)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs and mobility needs)
- Implementation of strategies from support agencies e.g. Behaviour Support Team/Educational Psychologist

In addition, the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals (FSM), who are in the care of the Local Authority or whose parents are in the Armed Services. The use of this funding is published on the school website.

### **Levels of support**

For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, Form/Subject teacher and parents/carers who will follow guidance provided by the Governing Body regarding SEN funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review.

### **Co-production between staff, pupils, parents and external agencies**

Co-production will be demonstrated through:

- discussions with the subject teacher or Form Tutor, SENCO or senior leadership team member

- conversations had at Parents Evenings
- meetings with support and external agencies

Q3 Academy Tipton receives support from the following external agencies:

- The Local Authority's services for training, policy information and, in some instances, funding.
- Specialist teachers and support staff for advice regarding how to assist pupils with accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour-related needs and autism.
- The Educational Psychologist provides support for assessment, advice and training.
- Termly support from NHS Sandwell speech and language therapy (SALT) to train our staff and advise on strategies to support learning in the classroom. Parents/carers can self-refer their child or young person for assessment if it's thought there may be a speech, language or communication difficulty.
- Occupational Therapists and Physiotherapists provide guidance and programmes for pupils who have mobility difficulties; they guide school staff in meeting the needs of pupils with disabilities.

Through co-production, we will review your child or young person's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions, when appropriate.

### **How to voice concerns**

Q3 Academy Tipton operates an open door policy. Parents/carers first point of contact is the child or young person's Subject/Form teacher via the academy's reception. In addition, the SENCO and Pastoral Team are here to listen to concerns. Appointments can be made via the academy's reception for a mutually convenient time.

If parents/carers are not satisfied that the concern has been addressed then they may speak to the designated Senior Leadership Line Manager. If issues remain unresolved, then they may speak to any of our governors. Q3 Academy Tipton has a governor responsible for SEND who may be contacted through the academy's reception.

Parents/carers are entitled to appeal against any decision made about their child or young person that they are not in agreement with. The Sandwell SEND Information, Advice and Support Service (SEND IASS) provides independent advice and support to help parents and carers involved in discussions about their child's SEN. SEND IASS can be contacted on 0121 555 1821.

### **Support services for parents of pupils with SEND**

The Council for Disabled Children offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS

service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>).

Q3 Academy Tipton website contains a list of organisations that can support families of children and young people with SEN.

### **Sandwell Local Authority's *Local Offer***

You can find Sandwell Local Authority's *Local Offer* at:

[http://www.sandwell.gov.uk/info/200295/schools\\_and\\_learning/3697/what\\_is\\_the\\_local\\_offer](http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer)