

SEND information report

Thetford Academy

Welcome to our SEN information Report, which is part of the Norfolk Local Offer for learners with special educational needs and disabilities (SEND .) All Governing bodies have a legal duty to publish information on their website about the implementation of their policy for students with SEND.

The Thetford Academy has produced this information report to inform parents and students how we support learners with special educational needs and disabilities (SEND.) This report will be reviewed and updated annually.

If you wish to discuss your child's special educational needs and or disability, please contact Emma Greenaway, Lead SEND Practitioner, who co-ordinates SEND provision within the academy.

1. Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The Executive SENDCO is Pamela MacDonald - Brown

She will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Work with the Principal and Governing body to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Our SEND Lead practitioner is Emma Greenaway

She will

- Have day-to-day responsibility for the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Ensure the academy keeps the records of all students with SEND up to date

4.2 The SEND Governor

Our SEND Governor is Ian Soden

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the Governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the academy

4.3 The Principal

Our Principal is Dan Carter

The Principal will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the academy
- Have overall responsibility for the provision and progress of students with SEND

4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEND Lead Practitioner to review each student's progress and development and decide on any changes to provision
- Ensuring they follow our SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

The Thetford Academy currently provides additional and/or different provision for a range of needs, including, but not limited to:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry. We will seek information from parents, previous settings and information from other professionals.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support and when support comes to an end.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SEND Lead Practitioner to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Assess and observe students using recognized assessment tools and techniques

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We offer additional transition visits from Junior school for our more vulnerable students.

In Key stages 3, 4 and 5 we will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

Read, Write Inc Programme, in small groups

Literacy, including spelling, sentence construction, comprehension skills and grammar

Numeracy including basic calculation methods

Social and Communication skills including formal and informal language and social skills.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We are developing Alternative Provision on site to support students with significant social emotional and mental health issues which are impacting on their ability to access full time mainstream lessons

5.8 Additional support for learning

We have 7 Learning Support Assistants who are trained to deliver all interventions.

Learning Support assistants will support students in class.

Learning Support assistants will support students in small groups when providing intervention,

5.9 Expertise and training of staff

Our **Executive SENDCO** is very experienced and works across 3 Inspiration Trust high school academies

Her qualifications are:

Certificate Special Educational Needs University of Birmingham

Bachelor of Education University of Birmingham

Youth and Community worker qualification University of Birmingham

Post Graduate Certificate Counselling in Education Tavistock Clinic London

Master of Arts Educational Leadership University of London

National SENCO Award Eastern Leadership Centre

Designated Safeguarding Lead

Our **Lead Practitioner** is full time and manages the daily SEND provision.

She is a Designated Safeguarding Lead

Our **Access Arrangements Assessor** is Lucy Burbridge.

Her qualifications are:

BSc Biological Sciences Imperial College London

PGCE Secondary Science University of East Anglia

Certificate of Psychometric Testing, Assessment & Access Arrangements Middlesex University.

National SENCO Award

We have a team of 7 teaching assistants, including 3 Senior Learning Support Assistants who are trained to deliver SEND provision.

Our SEND staff have been trained in Read, Write Inc, Safeguarding, Supporting students with exam access arrangements, Dyslexia, ADHD, Autism, Selective mutism, Self Esteem, Cerebral Palsy, Downs Syndrome, Working Memory, Learned helplessness, Health and Safety, Fire safety, Gastronomy tube training, Buccalmidazolam training and Norfolk County Council SEND elearning course.

2 of our staff have received training in “ The Human Toolbox” programme to support students with social emotional and mental health issues. Further training is planned.

5.10 Securing equipment and facilities

Once a recommendation is received from a professional regarding the needs of our students for specialist equipment, the order is placed and funding is made available from the SEND budget.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing students ' individual progress towards their goals each term
- Reviewing the impact of interventions every half term
- Using student questionnaires
- Monitoring by the Lead Practitioner and SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans (EHCPs.)
- Student and parents feedback
- Performance management of SEND support team
- Attainment and achievement of students with SEND

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on residential trips

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND.

Our site is accessible and we have lifts to access 1st and 2nd floor classrooms.

Our accessibility plan can be found on our website.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students can seek support at break and lunch times from their Parent Liaison Officer
- Students with SEND are encouraged to participate fully and take roles of responsibility in the Academy.
- Vulnerable students are able to access the SEND block at break and lunch time
- Assemblies and curriculum time promote resilience and emotional well being
- We refer on to professional services if we feel that students require specialist support

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We regularly work closely with the following agencies to provide professional advice and support for our students with SEND:

Acorn Tree Educational Psychology Services

ADHD nursing support services

Break Charity

CAMHS

Childrens Educational Pyschology Practice

Clinical Psychologist

East Coast Speech and Language Therapy service

Educational Psychologist and Specialist Support (Norfolk)

Just One Number (school nursing service)

Norfolk County Council Medical Needs, SEND Virtual school and Inclusion helpline

Nelson's Journey

NHS professionals

Norfolk Childrens services

Occupational Health Therapist

Point 1 Counselling service

The Benjamin Foundation

The Human Toolbox

The Short Stay school for Norfolk

Travelling Childrens services

Virtual School for Sensory Support

Willow Tree learning

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Executive SENDCO in the first instance. They will then be referred to the school's complaints policy, if a formal resolution is to be pursued.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents can access support through the Norfolk Local Offer or via The SEND Partnership:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>
sendpartnership.iass@norfolk.gov.uk

5.17 Contact details for raising concerns

Please contact Pamela MacDonald – Brown in the first instance to raise any concerns. The school number 01842 754875. Email: pamelamacdonald-brown@inspirationtrust.org

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This information report will be reviewed by the Executive SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions