

Student Support

SEND

Information Report

Review Date – Feb 2021



Biddick
Academy

Student Support

SEND Information Report

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Who are the best people to talk to in the Academy about my child's difficulties/
Special Educational Needs or Disability (SEND)?

The Assistant Head for Student Support - SENDCO (Gavin Jackson)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in the Academy
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing
- Liaising with all the other people who may be coming into the Academy to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc
- Updating the Academy's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the Academy so they can help students with SEND in the Academy achieve the best progress possible

Lead Practitioner (Alex Taylor)

Responsible for:

- Liaising with the Assistant Head Iclusion to coordinate all the support for students with special educational needs or disabilities (SEND) and developing the Academy's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in the Academy
- Providing Academy teachers with up to date Teaching and Learning strategies to remove barriers of learning for SEND students
- Liaising with all the other people who may be coming into the Academy to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the Academy's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the Academy so they can help students with SEND in the Academy achieve the best progress possible.

- Work with the Deputy Head teacher or monitoring progress and impact of interventions for identified Pupil Premium students.

Deputy Head Student Support (Trsitan Delf)

Responsible for:

- Leading and supporting the Student Support team, including:
-The SENdCo and SEN Lead Practitioner, to ensure all pupils with SEND are fully supported to overcome their difficulties to learning.

What are the different types of support available to my child with SEND at Biddick Academy?

Subject teacher input via excellent targeted classroom teaching also known as **Quality First Teaching**.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn

All students in the Academy should be getting this as a part of excellent classroom practice.

Small Group Interventions

This group may be:

- Run within the Student Support department
- Run by a teacher or sometimes a Student Support Assistant who has had appropriate training to run these groups.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress

This type of support is available for any student who has specific gaps in their understanding of a subject/area of learning specifically for English and Maths.

Specified Individual support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the AHT Student Support/ Assistant SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the Academy.

This may be from:

- Local Authority central services such as the ASD Outreach Team or Language and Learning etc
- Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- The Academy (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child

After the Academy have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the Academy to continue with the support at SEN Support.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the Academy to continue with the support at SEN Support and also set up a meeting at the Academy to ensure a plan is in place to ensure your child makes as much progress as possible.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the Academy know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's form tutor initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head of Year/ Assistant Head of Year who will then inform the Assistant Head Student Support and SEND Lead Practitioner.

How will the Academy let me know if they have any concerns about my child with SEND's progress in learning?

If your child has been identified as not making progress the Academy will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too
- Plan any additional support your child may require
- Discuss with you any referral's to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The Academy budget, received from Sunderland LA, includes money for supporting students with SEND.
- The Head Teacher/ Bursar/ Board of Trustee's decide on the budget for SEND on the basis of needs in the school.
- The Head Teacher and the AHT Student Support discuss all the information they have about SEND in the school, including:

- The students getting extra support already
- The students needing extra support
- The students who have been identified as not making as much progress as would be expected and decide what resources/ training and support is needed
- All resources/ training and support are reviewed regularly and changes made as needed

Who are the other people providing services to children with SEND at Biddick Academy?

Directly funded by the Academy:

- Senior Deputy Headteacher
- Deputy Head Student Support
- Assistant Head Student Support
- SENd Lead Practitioner
- 1 Student Support Intervention teacher
- 2 Level 5 Support Assistants
- 13 Student Support Assistants- Whole School SEN
- Anxiety and School Refusers Professional
- Health and Well-being Professional
- 5 Head of Year's
- 5 Assistant Head of Year's
- Leader of Learning Alternative Education

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Team
- Youth Offending Team
- Youth, Drugs and Alcohol Project

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy Team
- CAMHS
- Children and Young People's Service
- Hearing Impairment Service

How are the teachers in the academy helped to work with an SEND child and what training do they have?

- The AHT Student Support and SEND Lead Practitioners job is to support the subject teachers in planning for children with SEND
- The Academy has a developmental plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. From the Autism Outreach Service, Hearing Impairment Service

How is Biddick Academy accessible to children with SEND?

- The Academy is now almost totally accessible to non-ambulant students
- After Academy provision is accessible to all students including those with SEND
- Extracurricular activities are accessible for students with SEND
- Residential and over-seas trips accessible for all students with SEND

How will we support your child when they are leaving the Academy?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving to a different subject teacher within the Academy:

- Information will be passed on to the new class teacher.

How will teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs

How will we measure progress of your child in the Academy?

- Your child's progress is continually monitored by his/her subject teachers
- His/ her progress is reviewed formally at three assessment points throughout the year and their progress will be tracked and monitored
- Students with SEND will have a student overview which will be reviewed with your involvement at each review meeting
- The progress of students with a Statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the student's education and the student themselves
- The AHT Student Support/ Assistant SENCo will also check that your child is making good progress within any individual work and in any intervention they are taking part in

What support do we have for you as a parent of a child with an SEND?

- The AHT Student Support/ SEND Lead Practitioner is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- The AHT Student Support/ SEN Lead Practitioner are available to meet with you to discuss your child's progress or any concerns/ worries you may have
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report
- Student Overviews' will be reviewed with your involvement at each annual review

Complaints around SEND Provision?

Initial concerns or enquires about a student with special educational needs or SEND provision should be dealt with by the SENCo, Deputy Head teacher (Pastoral) or the Headteacher.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy.

Academy Procedure for Bullying within the Academy

The Academy will:

- Investigate all incidents of bullying
- Take a serious view of bullying
- Take appropriate action • Involve parents/carers to ensure that they are clear that our Academy does not tolerate bullying
- Make available resource materials particularly through the Tutorial Curriculum
- Ensure that this policy is given a high profile throughout the Academy
- Ensure that all Trustees, staff, parents and students are aware of this policy
- Ensure good supervision of students at all times;
- Include anti-bullying procedures and information in staff training.

Safeguarding and SEND within the Academy

- Biddick Academy recognises that, statistically, young people with behavioural difficulties and disabilities are the most vulnerable to abuse. Academy staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Academy staff must give consideration to children who are subject to an Education Health Care Plan, or have a medical condition as these can mask safeguarding issues and must not be dismissed.

