



<i>Name of Policy</i>	SEND Information Report
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<i>Responsibility for Review</i>	Assistant Headteacher – SEND and Inclusion

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy

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

Assistant Headteacher for Support 21 Mrs Sam Scott who can be contacted at Scott.S@biddickacademy.com

Deputy SENDCO Mrs Mutton who can be contacted on Mutton.A@biddickacademy.com

They are responsible for:

- Coordinating all the support for children 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.
- 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 and up to date strategies for teachers and support staff in the Academy so they can help students with SEND in the Academy achieve the best progress possible.
- Liaising with the Assistant Head Inclusion to coordinate all the support for students with special educational needs or disabilities (SEND) track progress using school-based and statutory assessment data

Deputy Head Safeguarding and Wellbeing (Mrs Sarah Dickson) Responsible for:

- Leading and supporting the Support 21 team, including:
- The Assistant Headteacher Support 21 and Deputy SENDCO to ensure all pupils with SEND are fully supported to overcome their difficulties to learning.
- To have oversight on progress and attainment and attendance of all SEND pupils.

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

Within the Academy we have students who are within all of the four areas of the SEND Code of Practice within years 7 to 11:

- Communication and Interaction

- Social Emotional Mental Health
- Cognition and Learning
- Physical/Medical

Identification of SEND Support

Teaching and Learning Support

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 SENDCO 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.

Interventions

Small Group Interventions. This group may be:

- Led within the Support 21 department.
- Led 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 an Education, Health and Care Plan (EHCP). This means your child will have been identified by the AHT Support 21 SEND 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 key focus on the views and wishes from yourself and your child) 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 SEND 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 EHC Plan application. If this is not the case, they will ask the Academy to continue with the support at SEND 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.

Student Support Assistant (SSA)

If your child has an EHCP, they will have some shared additional support through an SSA. The SSA may be used to support your child with whole class learning, lead individual programmes or small groups interventions, with additional students

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 Support 21 and Deputy SENDCO.

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?

- 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 and Deputy SENDCO 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 Head Teacher
- Deputy Head Safeguarding and Inclusion and wellbeing
- Assistant Headteacher Support 21 and SENDCO
- Deputy SENDCO
- 2 Level 5 Support Assistants
- 13 Student Support Assistants- Whole School SEND
- SEMH Professional - HLTA
- Cognition and Learning- HLTA
- 5 Head of Year
- 5 Assistant Head of Year
- Leader of Learning Alternative Education/Provision

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

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

- Language and Learning Partnership

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 (CYPS)
- Hearing Impairment Service

How are staff trained to meet the needs of my child? The Assistant Headteacher Support 21 and Deputy SENDCO role 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 are accessible for students with SEND.

How do you support with transition to further education or another school?

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.

Transition to higher or further education, supported employment or apprenticeships for students with an EHCP

- Key information about SEND provision will be shared with the college /setting through the review process.
- Additional support will be provided through the careers advice and guidance team, Together for Children.

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 our 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 do you measure progress of my 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 an EHCP is formally reviewed at an Annual Review with all adults involved with the student's education and the student themselves.
- The Assistant Headteacher Support 21 and Deputy SENDCO 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 you offer for you as a parent/carer of a child with SEND?

- The Assistant Headteacher Support 21 and Deputy SENDCO 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 Assistant Headteacher Support 21 and Deputy SENDCO 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.

How do you evaluate the effectiveness of the SEND provision?

It is of the upmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. Review meetings are held with the SENDCO, designated staff and subject teacher through reviews and parents evening, in addition to regular informal discussions with all staff. Other methods of our evaluation include:

- Workbook scrutiny
- Provision mapping
- SENDCO/SLT/Governor monitoring
- Learning walks
- Performance management targets

With your permission, we may seek additional advice from outside specialists. This extra advice may come from health professionals, specialist teachers or educational psychologists.

They would:

- Carry out further activities to show what the child finds easy and what they may need specific help with
- Provide advice to schools on how to best support the child
- Suggest resources (things) that would help the child make progress

If your child needs additional support from a range of professionals to succeed in school and in life, we will talk with you. We may with your permission, ask the Local Authority to carry out an Education, Health and Care Assessment.

How do you deal with bullying within the Academy?

- 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.

How do you ensure safeguarding for students with SEND?

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.

How do you respond to parental concerns about the SEND provision?

Initial concerns or enquires about a student with special educational needs or SEND provision should be dealt with by the Assistant Headteacher Support 21 and Deputy SENDCO, Deputy Head teacher (Safeguarding and Wellbeing 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.