



HuishEpiscopi

## SEN INFORMATION REPORT



# SEN Information Report

The SENCO is Mrs Judith Hills and she can be contacted via the Academy on 01458 250501 or via her email address [JHills@educ.somerset.gov.uk](mailto:JHills@educ.somerset.gov.uk)

## The kinds of SEN that are provided for

Huish Episcopi Academy is a mainstream Academy for students aged 11- 16 years, with Huish Sixth taking students aged 16-19 years. We support students with a range of special educational needs for example Dyslexia, Dyspraxia, Autism, ADHD, Visual Impairment, Hearing Impairment, Language Difficulties, Mental Health Difficulties and Physical Difficulties.

## Policies for identifying children and young people with SEN and assessing their needs

Information is requested from a child's previous school, and parents will be offered the opportunity to share their knowledge and views of their child's SEND via the Additional Needs Transition Form for Parent Carers

Recent assessment data is received from previous school and analysed for areas of need.

All new students will be screened using Cognitive Abilities Tests within a couple of weeks of arriving at the Academy.

Any member of Academy staff may raise concern to the SENCO. For example, this may be a non- teaching member of staff who has observed concerning behaviours, a teaching assistant offering feedback from concerns raised in the classroom, or teaching staff when sufficient progress is not being made.

If a parent feels their child may have special educational needs that have not been previously identified, then they should contact the school and ask to speak to the SENCo.

Students may self-refer to their form tutor, teaching staff, Progress Leader or the Learning Support Team if they have concerns about possible SEND.

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students.

Where a student is making less than expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Expected progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

If there are identified needs that can be predominantly met by the class teachers, we record the students at being at **Universal Support**. This is a stage we use at Huish Episcopi Academy to ensure staff are kept informed of all learning differences and can therefore differentiate and support appropriately. The students can access the relevant interventions and resources that are appropriate to their needs and available for all.

Where students continue to make less than expected progress despite support and high quality teaching, the class teacher will work with the academy's Special Educational Needs Coordinator (SENCo) to assess if a student has a significant learning difficulty and agree appropriate support. In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Persistent social, emotional and mental health difficulties which are not improved by appropriate strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;

**Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review**

### **Assess, Plan, Do and Review**

Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN Support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review. Meetings with parents and usually students will occur three times a year, incorporating the scheduled Parents' Evenings within this cycle.

### **Evaluating the effectiveness of the provision made for children and young people with SEN**

We use data and Provision Mapping to evaluate the provisions in place for students with special educational needs.

### **The approach to teaching children and young people with SEN**

All teachers are responsible and accountable for the progress of all students in their classes, including those with SEND. Teachers will have high aspirations for all students they are responsible for, and will personalise the learning experience to ensure all students' needs are met. When necessary, teachers will raise concerns to their Curriculum Leader, the relevant Progress Leader, Inclusion Manager or the SENCO/ Learning Support Department, if further advice is needed to support students' progress.

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Teaching Assistants may be present in your child's lessons, and they will be directed by the class teacher, to support your child's learning.

The SENCO will ensure that all necessary members of staff are aware of your child's individual needs and what specific adjustments are needed to enable them to be included and make progress. If your child is still not making expected progress, the SENCO will discuss with parent carers the possibility of arranging additional interventions, or referring to specialist professionals from outside agencies.

The majority of students' needs can be met by good classroom teaching, to include differentiated personalised learning strategies.

The decision regarding additional support is informed by progress data, information received from previous school, and through discussion with teachers, students and parent carers.

The Academy budget, received from the Education Funding Agency, includes money for supporting students with SEND. The Principal, in consultation with the Directors, decides on the SEN budget on the basis of the needs of the students currently in the Academy.

Top-up SEN funding for students with severe and complex needs is applied for via an annual audit process where strict criteria regarding needs and provision must be met.

### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN**

Huish Episcopi Academy aims to ensure the fullest possible access to the curriculum for students with special educational needs and/or disability.

The provision is reviewed every year to ensure it addresses the needs of current students. Ongoing assessment is acted on to ensure that students are working within the correct set to meet their needs, where setting is used.

At Key Stage 3 the majority of students follow the full school curriculum, with a very small minority replacing the second foreign language with a personalised intervention programme.

At Key Stage 4, Vocational learning is offered alongside GCSEs, and Study Support can be offered as an option choice, to allow for further intervention/support for students with severe and complex needs.

### **Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

It is the responsibility of all staff to ensure they are encouraging good social, emotional and mental health well-being, and to raise concerns when appropriate.

We have a Director of Student Services Mr Merrick- Wren, who as part of his role, line manages the Student Support Team and is also the Child Protection Officer. Included within the Student Support Team are a Student Support Worker, Academy Counsellor, Student Support Co-ordinator, Attendance Officer and a Parent and Family Support Advisor. The Student Support Team meet weekly and are able to identify and plan for any student who may need additional emotional and social development. Members of the Student Support Team are available to offer additional social and emotional support.

The students with severe and complex SEN have a keyworker who will regularly liaise with them and their parents to ensure they feel listened to and supported.

The Learning Support Department and Inclusion Manager can offer additional support to include social skills programmes and break/lunchtime support.

Students with significant health conditions will be given a Health Care Plan outlining arrangements including administration of medications, what to do in an emergency and advice for staff. The Health Care plan will be written in consultation with parents and other health professionals/Academy staff as necessary.

### **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

We strive to ensure all clubs, activities and trips are available to all students. When concerns are raised all reasonable adjustments are considered to try and ensure full participation by all students.

### **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

All teaching assistants will support students with a range of difficulties and be expected to have an understanding of each student's needs. However, within the Learning Support Department, each Teaching Assistant/Higher Level Teaching Assistant has responsibility for one area of SEN e.g. Dyslexia, Speech and Language, Memory Difficulties, ADHD etc. which means they can cascade useful information and up to date understanding and ideas to the rest of the team/Academy as a whole.

At times it may be necessary to consult or refer to outside agencies to receive their more specialised expertise. This would only occur with parent carer permission.

SEND training is incorporated into the whole school training programme including sessions during INSET days, twilight, after school meetings and early morning Raising Achievement Meetings.

SEND training is included in the Induction Programme for new staff and Newly Qualified Teachers.

The Learning Support Department have a weekly department meeting which includes training by SENCO and/or specialist professionals and sharing of best practice.

Individual advice and training regarding specific students is given to SENCO/Teaching Assistants by professionals from outside agencies and this is cascaded to the relevant staff.

Individual teachers and support staff attend training courses run by outside agencies e.g. Moving and Handling, Autism Awareness, Individual Literacy Interventions, Awareness of Medical Needs, Supporting Students with English as an Additional Language.

### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

Parents of students at SEN Support stage of the Code of Practice will be invited into the Academy to meet with the SENCO three times a year, incorporating the scheduled Parents' Evenings within this cycle. Parent Carers opinions are considered very important with respect to decisions regarding provision and assessment, and will always be listened to.

The SENCo will also liaise with parents regarding any urgent issues outside of the planned meetings.

## **Arrangements for consulting young people with SEN and involving them in their education**

Students with severe and complex Special Educational Needs are consulted on how they prefer to be supported and this information is recorded on their One –Page Profile.

## **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

If parents have concerns about the special educational provision in place for their child, they should contact the SENCO (Mrs J Hills) in the first instance. If parents are not satisfied with the outcome following this contact, then they can contact the Assistant Principal who is responsible for line managing the SEN Team. If parents remain unsatisfied they can follow the advice on the Complaints Policy available on the school website.

## **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

The Academy SENCO can complete referral forms, with the permission and guidance of parents, to access many different agencies. The Academy also holds Bi-annual planning meetings with the Local Authority Support Services to plan the necessary support from the Educational Psychologist and Learning Support Advisory Teacher.

Examples of the agencies/professionals accessed by the Academy include:

- ❖ Educational Psychology Team
- ❖ Learning Support Advisory Team
- ❖ Language, Communication and Autism Team
- ❖ CAOT (Children with Autism Outreach Team)
- ❖ Ethnic Minorities Team (including Traveller Education and English as an Additional Language)
- ❖ Sensory Physical and Medical Support Services
- ❖ Occupational Therapy
- ❖ Physiotherapy
- ❖ CAMHS (Children and Adolescence Mental Health Services)
- ❖ Childrens' Social Care
- ❖ Speech and Language Therapy
- ❖ Paediatrician

## **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The Academy holds an Open Evening each year in September, followed by evening Year 6 Treasure Hunts in the following Spring.

Vulnerable and/or SEN students will be offered further visits to meet key staff and become familiar with their surroundings.

Students transferring from Primary schools where only a couple of students will be transferring will be offered an additional visit to meet other students in a similar situation.

Year 6 Transition Day occurs each year at the beginning of July.

Year 7 Progress Leader will visit all feeder schools, and SENCO will visit where necessary.

Parent carers will be offered the opportunity to complete the Additional Needs Transition Form to express their views on their needs and support.

An Options Information Evening is held prior to Year 9 students completing their Key Stage 4 Option Form.

Careers Interviews are offered to all students in Key Stage 4, and will start in Key Stage 3 for those with an Education, Health and Care Plan.

The SENCO and Inclusion Manager work closely with students, parents and external providers to ensure a smooth transition to Post 16 Provisions.

If Parents required further additional advice they can contact Somerset SENDIAS. Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) provides information, advice and support about Special Educational Needs and Disability (SEN&D) for parent carers, children and young people up to the age of 25, including Independent Support to help through the Education, Health and Care (EHC) Assessment and Plan process.

Somerset SENDIAS is an information, advice and support service for:

- parent carers of disabled children and those with SEN;
- disabled children and those with SEN;
- disabled young people and those with SEN.

The service is:

- free
- confidential
- impartial

Somerset SENDIAS offers:

- information and guidance relating to special educational needs and disability law through the [Somerset SENDIAS website](#) and range of leaflets
- a telephone enquiry line and email support
- individual support to help with matters relating to SEND
- an Independent Supporter to help with the Education, Health and Care (EHC) Assessment and Planning process, including Personal Budgets and Direct Payments
- help with accessing mediation and SEND tribunals
- support to SEND groups across Somerset
- information on the Local Offer
- signposting to other services

You can contact SENDIAS on 01823 355578 or email [info@somersetsend.org.uk](mailto:info@somersetsend.org.uk) , or look at their website [www.somersetsend.org.uk](http://www.somersetsend.org.uk).

Somerset's Local offer is published at <https://somerset.local-offer.org/>

Children and young people who are looked after by the local authority and have SEN can receive further additional support from Somerset's Virtual School for Looked After Children.