

SEN INFORMATION REPORT

January 2016-2017

1. Introduction

Welcome to our SEN Information Report which is part of the Sheffield Local Offer for learners with Special Educational Needs (SEN). Sheffield Springs Academy is an inclusive school where every young person is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence.

2. Identification and Assessment

High quality teaching

Sheffield Springs Academy staff strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students. They use a variety of methods that are creative and innovative and employ teaching techniques which includes a wide variety of differentiated resources. Curriculum Areas Teams are responsible for their curriculum and teaching. Staff adapt their teaching and resources to suit the needs of all learners, including those with SEN. This adaptation is called *differentiation* which occurs in every class and may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEN issues.

The Academy has regard to all the requirements of the SEN Code of Practice (2014). The SEN Code promotes a common and graduated approach to identifying, assessing and providing for students' special educational needs. The approach is a model of assess, plan, do and review to help students who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to advise on and assess the difficulties that a student may be experiencing. The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach.

The procedures follow the SEN Code of Practice (2014). Sheffield Springs Academy share the same graduated response.

Class concern

These students will have been identified by the class teacher based on assessment, data and observations where they will be closely monitored and targets/resources may be provided by the class teacher. After a period of one half-term with no or slow progress they may be considered to be moved to SEN Concern.

SEN Concern

If the student is still not making expected progress with the additional interventions then they may be placed, with the SENCO's approval, to SEN Concern. The SENCO will support the class teacher in gathering information and will help to co-ordinate the student's special educational provision, working with the student's parents or carers, teachers, subject leaders and support staff. The student will also receive individual target/s and time limited adult-led intervention/support which will be monitored termly. Progress will be discussed with parents/carers.

SEND Support

If the student still does not make expected progress with support given through SEN Concern, then the decision will be made to place them onto SEND Support, where additional outside agencies may be involved. The student may receive external funding to support their needs within the Academy. Further to this, students within the SEND Support category may have a statement/EHC Plan (Educational and Health Care Plan). Teachers and the SENCo are supported by specialists from outside the Academy. There will be a review meeting held termly to review progress with the SENCo/Assistant SENCo present.

The SENCo will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the, Educational Psychologist, Speech and Language Service, Hearing Impaired Service, The Autism team and any other appropriate external agency. Recommendations may also be made to parents to visit the GP for a referral to services such as Ryegate and CAMHS. The GP may choose to go through MAST before a referral is made to these services. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting is arranged, including parents, to discuss the student's needs and subsequent actions. At all times parents and the young person are involved in the process and are part of the decision making protocol. Some students joining Sheffield Springs Academy are already diagnosed with a special educational need and this information will have been passed on by their previous school.

The graduated response to meeting individual needs starts once it is decided that a student may have SEN and immediately any SEN provision is made for that student. The key test is where the student is not making at least adequate progress or is unable to access the curriculum.

- Wherever possible the SENCO and/or a member of the SEN Team will attend Year 6 annual reviews of pupils with statements of SEN/EHC plans naming Sheffield Springs Academy as their next school
- SEN staff liaise with partner Primary schools in the summer term to identify and plan to support students with any known SEN/D issues
- Parents of Y6 students with SEN can speak to the SENCO at the Y6 parents' meeting in the Summer term or prior to applying for a place at the Academy open evening in the Autumn term Key Stage 2 SATs results are used to identify Year 7 students working below level 3
- Reading tests are carried out early in Year 7
- Teaching and support staff identify students causing concern who may require additional support through their day-to-day dealings with them

Parents are encouraged to contact the SENCO/SEN Team if they have concerns about the progress of their child.

3. Academy's Special Educational Provision

The full SEN Policy is available on the Academy website.

The SENCO is responsible for co-ordinating the provision of education for students with special educational needs at the Academy.

All staff at Sheffield Springs Academy are teachers of SEN. All teachers and support staff receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

The identification of a student's needs is a collaborative process between Academy staff, the SENCO, pupil and parents. Additional expertise can be provided as and when appropriate from the Educational Psychologist, the CAMHS team, speech and language therapist, occupational therapist, medical and nursing services.

The Inclusion Department

Staff are on duty in the Inclusion Department at all times and is based on 'C' floor. Access for disabled students is available via a lift. Some classrooms on 'C' floor are used for small group work (Nurture Groups), one to one work and is also open at lunch time and break time for students who struggle with unstructured times.

Basic skills interventions

Numeracy

- The SENCO works with members of the Mathematics Faculty on curriculum development linking the current schemes of work with the numeracy framework for less able students.
- Additional small group/1-1 work is provided by maths specialists for targeted students, working below age related expectations

Literacy

- The SENCO, Head of English and other staff work on whole Academy initiatives to improve literacy.
- Students with marked specific learning difficulties are given staff support where possible to ensure a functional reading age no later than the end of Y8 unless there are very exceptional circumstances.
- Read Write Inc will be used from September 2015 to provide targeted support in raising functional reading ages. Initially this will be trialled in Y7 and Y8 withdrawal groups but will be used in 1-1 sessions for KS4 students
- The Dyslexia Portfolio can be used to screen for Dyslexic type difficulties and further testing, should it be needed, can be provided.

Provision for sensory and/or physical needs

- ICT provision to help with writing
- Access to specialist teachers for sensory impairment and/or physical needs
- Medicines management and administration as set out in separate medicines policy.
- Students with hearing and visual impairments the Academy regularly liaises with Sheffield Hearing Impairment Team and Sheffield's Visual impairment team.

Provision for communication and interaction difficulties

- Speech and language workshops
- Workshops on working with others and social interaction
- 1-1 mentoring around specific issues
- Use of 'C' floor at unstructured times to prevent stress and promote interaction with adults and peers

Provision for emotional, social and mental health difficulties

- Support at KS3 and KS4 via 1-1 mentoring or small group work delivered by Inclusion staff
- Outside agency support
- Behaviour management/self-esteem workshops

The role of the Learning and Progress Mentors (LAPs) is as follows:-

- To work with students who have special educational needs at SEN Support or who have a Statement or EHC Plan as part of the graduated response
- To develop the student's independence so that he/she is less reliant on support staff and can take more responsibility for their own learning
- To support the student, curriculum, Academy and the teacher

Nurture Groups

This is a programme for students who enter secondary school at below Level 3 in at least one core subject. Many of these students may have other needs e.g. ASD or social and emotional difficulties. The aim is to provide a bridge between primary and secondary school.

Access arrangements

Access arrangements for examinations are organised jointly by the Inclusion Department and the Academy's Examinations Officer, in line with strict guidelines laid out by the JCQ. This can include 25% extra time, and/or provision of a reader and/or scribe or use of a computer.

Staffing arrangements

Different aspects of special educational needs provision are supported by Learning and Progress Mentors, specialist teachers and health professionals.

The SENCO is responsible for:

- Overseeing the day to day operation of the Academy's SEN policy
- Liaising with, and advising fellow teachers
- Managing the SEN Team
- Overseeing the co-ordination provision for students with special educational needs
- Overseeing the records on all students with SEN
- Liaising with parents of students with SEN
- Contributing to the in-service training of staff; and
- Liaising with external agencies, including educational psychology services, MAST, Sheffield Futures, medical and social services and voluntary bodies

(a) in relation to each of the registered students whom the SENCO considers may have SEN, informing a parent of the student that this may be the case as soon as is reasonably practicable

(b) in relation to each of the registered students who have SEN:

- Identifying the student's SEN
- Co-ordinating the making of SEN provision for the student which meets those needs
- Monitoring the effectiveness of any SEN provision made for the student
- Securing relevant services for the student where necessary
- Ensuring that records of the student's SEN and the SEN provision made to meet those needs are maintained and kept up to date
- Liaising with and providing information to a parent of the student on a regular basis about that student's SEN and the SEN provision being made for those needs
- Ensuring that, where the student transfers to another school or educational institution, all relevant information about the student's SEN and SEN provision made to meet those needs is conveyed to the Governing Body or (as the case may be) the proprietor of that school or institution; and
- promoting the student's inclusion in the Academy community and access to the Academy's curriculum, facilities and extra-curricular activities

(c) Selecting, supervising and training Learning and Progress Mentors who work with students who have SEN

(d) Advising teachers at the Academy about differentiated teaching methods appropriate for individual students with SEN

(e) Contributing to in-service training for teachers at the Academy to assist them to carry out the tasks referred

to in paragraph (b) and

(f) preparing and reviewing the information required for the governing body annually, or as requested

The SENCO/SEN/Inclusion team working specifically with students with SEN needs and/or disabilities

- Have considerable specialist knowledge in the areas of basic literacy and numeracy
- Have expertise in working with vulnerable children and those with severe emotional and behavioural difficulties
- Have considerable expertise in working with students with ASD
- Provide counselling/support on a regular basis.

Differentiated work may be provided where this is appropriate and all members of the SEN/Inclusion team are available to give advice and help where this is requested.

All staff in the Academy have a responsibility to understand the needs of, and work with the SEND students in their classes. They must also follow and contribute to students' provision map and profiles and review of outcomes/targets.

Monitoring, evaluation and review

There will be a review meeting held termly to review progress with the SENCo/Assistant SENCo present.

How the Governing Body evaluates the success of the education, which is provided for SEN students:

- Reports from the SEN Department
- Reports from the link governor to the Learning Support provision
- SEN policy reviewed annually.

In addition the governing body will monitor the work of the SENCO through:

- Considering Principal reports that reflect the activities of the Learning Support provision and any current issues
- Considering reports from the SENCO
- Having regular discussions between the SEND link governor and the SENCO and
- Inviting the SENCO to attend meetings at regular intervals to report in person.

4. SEN Staff

SEN Lead: Mrs S Gowling Sandra.gowling@sheffieldsprings.org

SENCo: Mrs G Benson Grace.benson@sheffieldsprings.org

Assistant SENCO: Mrs C White Claire.white@sheffieldsprings.org

5. Expertise and training of staff

At Sheffield Springs Academy we have a dedicated team committed to providing the highest level of provision for students with special needs. This includes a nurture team provision in Years 7 and 8, and an alternative provision at Key Stage 4.

Support staff have received weekly CPD, allocated time for LAPs to work with subject staff around planning and preparation. All LAPs are now curriculum area based to improve the quality and focus of the support they can provide.

In addition:

- All staff have the opportunity for in-service training throughout each academic year
- Relevant information is disseminated to individual subject areas and staff groups

In-service training:

- Information is provided to staff regarding students with specific learning difficulties
- Information regarding specific learning difficulties is provided to all staff
- Academy inset days are identified prior to the new school year and whole school inset decided upon. This training may include a focus on SEN.
- CPD sessions on Wednesdays include on a regular basis, SEN issues
- The Inclusion Department discusses and decides upon its own training plan for the academic year. 2015/16 is every Thursday.
- Training for specific difficulties such as Autistic Spectrum Disorder have taken place and included advisory staff
- Courses identified for a Inclusion staff are circulated for their consideration
- Information from publishers about materials and resources regarding SEN in a range of subject areas is copied and sent to the relevant Academy staff
- Staff are invited to a range of training sessions held by the Inclusion Department

External Support Services

- The Academy brokers support from the LA when required. This may include support from the specialist teaching services (learning and cognition difficulties, physical or sensory difficulties or interaction and communication difficulties).
- The Academy also uses the services of an educational psychologist for students who are demonstrating significant difficulties
- The SENCO involves other outside agencies including social care, education welfare, sensory impaired service, school nurse, speech and language and occupational therapy, and CAMHS
- The SENCO has regular meetings with these outside agencies.

Students with either a hearing, sight or speech impairment have access to specialist external support who will work alongside the academy and provide assessments and strategies for the SEND/Inclusion team to implement.

6. Facilities

- A disabled access survey has been completed of the Academy
- Wheelchair access is good although the Academy is built on different levels. Access to the three floors is by lift.
- There are WC's available for wheelchair users on each floor

7. Arrangements for consulting parents of children with SEN

In the summer term of Year 5 parents are encouraged to make use of the Parent Partnership Service to arrange visits to secondary schools to identify the school they wish to consider for their child.

In relation to each of the registered students whom the SENCO considers may have SEN, informing a parent of the student that this may be the case as soon as is reasonably practicable.

In relation to each of the registered students who have SEN:

- As an Academy we will liaise with and provide information to a parent of the student on a regular basis about that student's SEN and the SEN provision being made for those needs. This will take place at least once per academic year

- Parents are encouraged to contact the SENCO/SEN Team if they have concerns about the progress of their child

8. Consulting with SEN students about and involving them in their education

Students are invited to attend all SEN review meetings along with their parents. The students who have Learning Mentors assigned to them will hold regular meetings to discuss their education and progress. All students are offered the opportunity comment on their preferred teaching styles and areas which can support them, and enhance their learning and progress through the “student voice” section of the SEN profiles.

9. Arrangements made by the Governing Body relating to treatment of complaints from parents of students with SEN concerning the provision made at the Academy.

Any complaints should in the first instance be directed to the SENCO. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the SENCO he/she has the right to refer the matter to the Principal. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the Principal, he/she has the right to refer the matter to the Governing Body by contacting the Chair of Governors, through the Academy.

10. How the governing body involves other bodies in meeting the needs of students with SEN and is supporting the families of such students

Governors have been involved in behaviour and safety panel meetings and have attended review meetings on occasions including SEN panel and other agencies.

11. Support Services for Parents of students with SEN

The Academy works closely with parents to identify and broker any additional need required to support their young person and family and have referred students on to outside services. Staff from Sheffield Springs Academy have attended CAMHs appointments with parents to provide support.

12. Transfer arrangements

Transition into Year 7

In the summer term of Year 5 a statutory annual review meeting is held for students with a statement of Special Educational Needs/EHC Plans at their primary school. This meeting will consider the move into secondary school. Parents are encouraged to make use of the Parent Partnership Service to arrange visits to secondary schools to identify the school they wish to consider for their child.

When parents make a request for a school to be named on a Statement of SEN/EHC plan, the Local Authority will write to the school requesting consideration of a place. The Governing Body has a set time in which to consider the request and respond to the LA.

In the September or October of Year 5, we hold an Open Evening when parents of Year 6 students are invited to visit the Academy. Staff from the Learning Support Team are always available at this evening at Sheffield Springs Academy.

Once Sheffield Springs Academy has been agreed as the secondary school for the student, the SENCO will make arrangements to visit the student and staff at the primary school to discuss the needs of the student and any issues surrounding transfer. Additional induction visits may be arranged for the student to Sheffield Springs Academy prior to the Induction Day for all new Year 7 in July prior to transfer in September. These students may also attend Summer School in August.

The SENCO or a member of the SEN Team will attend meetings at the primary school after Sheffield Springs Academy has been named as the school for transfer. This will happen as long as the primary school gives notification of the meeting.

Staff from Sheffield Springs Academy will visit partner primary schools prior to transfer in September into Year 7 for discussions with staff and students; including students at SEN Support (previously identified as School Action or School Action Plus)

Transition into Post 16

As from the statutory review meeting in Year 9 for students with statements of Special Educational Needs/EHC plans, Sheffield Futures careers staff may join the meeting and may be involved with the students to consider the path for moving on to college, employment or modern apprenticeship. Assistance through meetings with students and/or parents continues throughout Key Stage 4 and career action plans are drawn up.

The SMSC programme delivered to all students includes a great deal of support with their transfer into the various options that are available when they leave the Academy.

Transition at Other Times

For students who transfer to or from Sheffield Springs Academy who are at SEN Support or with a Statement/EHC plan the following assists effective transition:

- transfer of information via school records
- discussions with the relevant school staff, usually the Head of Year or the SENCO
- discussion with the parents
- if at all possible, a visit from the student prior to joining the Academy

13. Where the Local Authority's local offer is published

Please find the two links for Sheffield city council SEN and Local Offer

<https://www.sheffield.gov.uk/education/information-for-parentscarers/care-support/specialneeds.html>
<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>