

Caistor Yarborough Academy

SEN Information Report

What will happen if I, or a teacher within the school, believe my child has special educational needs (SEN)?	Students with SEN are identified in a number of ways: • Information from feeder primary schools, • Internal assessment and scrutiny of data, • Concerns raised by a parent or member of staff, • Assessment by a professional, • Comparison against other students' attainment as proposed in the 2014 SEND Code of Practice. A parent should initially raise their concerns with their child's tutor or Head of Year. Their concerns will be discussed with the SENCo who will then make a decision, following observations and the collection of information, regarding whether the student needs additional support or to be referred for assessment. Please see Appendix A – Flow Chart of SEN Identification.
How will the school respond to the concerns that have been raised?	• Having investigated a parent or teacher's concerns, the SENCo will respond to parents/carers within 5 working days. • The SENCo will consult with class teachers and teaching assistants for further information about the students' presentation and learning, and may conduct observations. • If further assessment is needed, consent will be obtained and the SENCo will collect information from parents, teachers and the student, in order to gather further information on the student's ability and needs.
How will the school decide if my child needs extra support?	• Information provided by parents and teachers, as well as subject specific data and SENCo assessments, will be used to inform the decision. • If a student requires SEN support to make good progress, a discussion with parents will determine whether they should be placed on the SEN register. • SEN Support is characterised by interventions which are different from, or additional to, the normal differentiated curriculum. SEN support intervention can be triggered through concern, supplemented by evidence which, despite receiving differentiated teaching, pupils: • Make little or no progress. • Demonstrate difficulty in developing literacy or numeracy skills. • Show persistent emotional/behavioural difficulties which are not effected by behavior management strategies. • Have sensory/physical problems, and make little or no progress despite the provision of specialist equipment.

	• Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum. • Placement on the SEN register is reviewed termly in order to decide whether support needs to continue or whether high-quality personalised classroom provision will meet the student's needs.
What is the school's approach to teaching and including young people with special educational needs and disabilities?	• We are an inclusive academy: reasonable adjustments are made enabling students with SEN to participate in all activities where it is safe to do so. This includes activities in school and visits/external opportunities. Teachers differentiate learning to ensure that every student can achieve their potential. • In the majority of subjects, students are placed in sets with those of similar ability to allow their needs to be met through normal, timetabled lessons. • Where teaching assistants have particular strengths, they are linked to a faculty area in order to provide high-quality interventions and in-class support to accelerate students' learning. • Wherever possible, students are not withdrawn from the classroom to ensure that they are taught and assessed by the subject specialist. • Pastoral Leads provide behavioural and emotional support for students who need it. They also monitor students with additional health needs.
What will the school do to support my child?	• Each child with SEN is individual and as such a personalised plan of support will be implemented. • All children on the SEN register are allocated a 'Key Worker'. This will be a member of the SEN team. A student profile will be drafted, detailing the students' needs, strategies to support them and short term targets for success. This will then be distributed to staff via Edukey. A copy will also be shared with home in order to gain parent/carers' feedback. • Students are taught alongside their peers in order to benefit from the knowledge of the subject teacher. • Support may be given by the faculty LSA and learners with SEN may be withdrawn from non-core lessons to work within a small group to accelerate progress in core subjects. • Data is used to review the impact of intervention. • Where necessary, the Academy will liaise with external agencies to provide further support for the student. • Other support offered includes a 'buddy' system with older students, access arrangements for exams, and a supervised break and lunchtime provision.

Who will support my child in school and what training and experience do they have?	• Peer mentors • Form tutor • Subject teachers • Learning Support Assistants/ Keyworkers • Pastoral Leads • Heads of Faculty • SENCo and Assistant SENCo • School Counselling Service • Emotional Literacy Support Assistant Please see a list of recent training in Appendix B.
Who else might be involved in supporting my child?	If support from an external agency is required, parental consent will be obtained in the majority of cases. A list of agencies the Academy works closely with is provided below: • Working Together Team • Occupational Therapist • Educational Psychologist • Speech and Language Therapist • Early Help Workers • Physiotherapist • BOSS – Behaviour Outreach Support Service • PD Outreach Support • CAMHS (Child and Adolescent Mental Health Service) • Community Paediatrics
How will my child be involved in the process and be able to contribute their views?	• Students who have Education Health and Care Plans (EHCPs) are invited to attend their annual review meetings and are encouraged to contribute their views on the provision they receive through a variety of resources. • All SEN students contribute to their Edukey profiles and learning plans, updating these regularly with their keyworker. They are also encouraged to regularly reflect on their learning and achievement during keyworker check-ins. • They are also encouraged to attend their twice yearly SEN review meetings. • Students also have the opportunity to provide their opinion to student councillors as well as through student voice questionnaires.

How will the curriculum be matched to my child's needs?	• Our inclusive ethos means that all students are given the opportunity to study a broad and balanced curriculum. • In most subjects, students are educated with peers of a similar ability. Teaching staff can provide work of a suitable level which is adapted to ensure that each student can achieve. • Teachers (with the support of the faculty LSA) ensure that their planning takes into account the ability and needs of each student, consulting the SEN register and student's individual profiles for strategies. • Additional targets, specific to each child's areas for development, are set on Edukey learning plans and reviewed termly by keyworkers and teaching staff to ensure progress. • Targeted intervention in numeracy and literacy ensures that those students who have weaknesses in these areas make rapid improvement. This allows them to access the broader curriculum without barriers. • Occasionally, students may require an alternative qualification to the GCSE route. This is considered on an individual basis and the student may be withdrawn from certain lessons in order to prepare for bespoke qualifications.
What opportunities will there be for me to be involved in supporting my child's attainment and achievement? How will I know how well my child is progressing?	• Assessment data is provided three times a year to parents, which includes information about the student's attainment in each subject area as well as their predicted GCSE grades. • Parents will have the opportunity to discuss their child's progress during their termly SEN meeting with the keyworker, and if required a member of the SEN team. • A member of the SEN team is available to answer questions at Parents' Evenings and Options Evenings. • All parents also have access to information through My Child at School (MCAS) and also Edukey.
How does the school know how well my child is doing?	• Standardised testing • CAT tests • In class assessments completed within lessons • Termly data collections for each subject area • Baseline and end point data collated for specific interventions which a student attends • Progress against individual SEN targets which is monitored at Annual Review and SEN review meetings.
How will my child be included in activities outside the classroom including school trips?	Reasonable adjustments will be made to ensure that students with SEN can attend activities outside the school classroom where it is safe to do so. Thorough risk assessments are undertaken before every trip and provision for SEN students is carefully considered and implemented. Staff ratio will reflect the needs of those students who are attending. Discussion with the student and their parent will be completed where necessary in preparation for a trip. Occasionally, social stories may also be used.
How accessible is the school environment?	• There is wheelchair access to all buildings on site and a lift is also installed in the two-storey building. • Disabled toilets are located within each of the three main buildings.

	• A number of staff have been trained in order to use Emergency Evacuation Chairs. • Physiotherapy and Occupational Therapy input are used to advise on equipment necessary for individual students. • Personal Emergency Evacuation Plans are in place for students who need them. • Assistive technology aids are utilised wherever this is beneficial.
How will the school prepare and support my child to join the school?	• Parents are welcome to contact the school at any time to meet with a member of the SEN team and discuss whether the Academy can meet their child's needs. • A member of the Academy will attend the student's primary school in order to collate information and prepare for transition. • Where possible, the SENCo (or a member of the SEN team) will attend student's with EHCP's Year 6 Annual Review meeting. • If a student is admitted, they will be invited to attend induction days and an induction evening, however, additional 'settling-in' visits can be provided as needed.
How will the school prepare and support my child to transfer to a new setting/school/college?	Transition into Key Stage 4 (Year 9): • Students will be provided with information about their Key Stage 4 pathway and can discuss this with their form tutor and key worker. • At options evening, the SENCo or a member of the SEN team will be present to discuss the students' choices and any concerns they or their parents may have. Transition into further education (Year 11): • Advice about courses and providers is provided through assemblies. • Taster sessions are provided at local colleges. • Where necessary, a member of the SEN department will support the student on taster and induction days. • The Academy will liaise closely with the student's choice of college or sixth form to ensure a smooth transition. • A Local Authority Careers Advisor will usually attend a student's Year 11 Annual Review.
How can I be involved in supporting my child?	There are many ways in which parents can support their children, some of which are outlined below: • Attending parents' evenings, options evenings and review meetings. • Ensuring that the student is organised and equipped for learning whilst encouraging independence skills. • Supporting the student in completing homework activities in a timely manner and liaising with staff if there are problems. • Communicating promptly (with the student's tutor or a member of the SEN team) if they have concerns. • Reading regularly with the student and taking an interest in their studies/progress.

How is the effectiveness of the provision made for learners with Special Educational Needs evaluated?	• Assessment data is used to track the progress of students with SEN within class and intervention. • The attendance and behavior of SEN students is carefully monitored and compared to students who are not on the SEN register. • The Academy's SEN provision is audited both internally and externally. • The link governor for SEN regularly visits the Academy to ensure effective provision. • The Academy works closely with other schools to ensure SEN provision is regularly evaluated. • The support of LSAs is monitored through annual appraisal. • Lesson observations by Heads of Faculty and the SENCo ensure that adaptive teaching and planning allow learners with SEN to achieve fully.
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Who should I contact if I have a complaint about the provision made for my child?	• Lead of SEN (jo.biglands@cyac.org.uk) • Deputy Headteacher (jo.biglands@cyac.org.uk)

Appendix A

Staff Training	
Internal Training	External Training
Emotion Coaching Metacognition Training	Emotion Coaching and Trainer National Award for the Coordination of Special Educational Needs (NASENCo) Tier 1 ASD Comic Strip Conversations and Social Stories Pathological Demand Avoidance (PDA) Supporting Transitions- Working Together Team (WTT) Autism Spectrum Disorder & SPELL (WTT) Attention Deficit Hyperactivity Disorder Attachment Training by Educational Psychologist Selective Mutism

Dyslexia by Specialist Teacher

Makaton Level 1-4

Getting ready to teach Functional Skills Maths

Lego Therapy

Mental Health in Children and Young People

CACHE Level 3 Teaching Assistant

Understanding an Internal presentation of Autism
(Masking)

Using EEF guidance to support pupils with SEND in
Mainstream Schools.

Certificate in SEND Code of Practice for Teachers

Certificate in Automated External Defibrillator
Awareness.

Administrating Medication for Education Providers

Prevent Training

Feelings Detective

