



SEND Information Report

Report last reviewed:	Summer 2023
Next review date:	Summer 2024
Reviewed by:	Mrs R Wood – SENDCo.

This report has been written to comply with Regulation 51 of the SEND Regulations 2014.

The Local Offer was first introduced in the Green Paper (March 2011); it is a description of all services available to support children with Special Educational Needs and Disability (SEND), and their families, within a local authority.

The Medway Local Offer aims to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how academies/schools and colleges will support them, and what they can expect across the local settings.

Where can I find the Local Offer?

Medway:

<http://www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx>

Kent:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

Schools are expected to publish an SEND Information Report, answering a number of questions, to help parents, carers and young people understand how the school will support students' needs.

INSPIRE ACADEMY

‘MOTIVATION, COLLABORATION, COMMUNICATION’

Inspire Academy strives to give every student the opportunity to develop his/her potential to the full. Inspire Academy only accepts pupils with an Education, Health and Care Plan (EHCP) where their main area of need is Social, Emotional and Mental Health. This can present, for example, as pupils with behavioural difficulties such as swearing and aggression, refusal to do work or comply with instructions, anxiety and difficulties in making and keeping friends.

We recognise that all students have their own particular needs and seek to ensure that each student is able to learn, experience success and feel valued in an environment free from barriers and prejudice.

We are committed to ensuring all students receive their full entitlement to a broad and balanced curriculum.

1. How does the setting/academy/school/college know if young people need extra help and what should I do if I am concerned about my child's SEND?

- All students at Inspire Academy have an EHCP (Education, Health and Care Plan) which details their learning difficulties and associated complex needs.
- When students are referred by their local authority (e.g. Medway of Kent) to Inspire Academy, we talk with their previous school, their parents or carers and any professionals that are involved with the young person, to make sure we know their full needs and can plan for their arrival.
- Observations and/or assessments will be carried out when the young person arrives at the Academy to find out more about their learning needs so that we can plan the exact help and support that they need.
- If parents or carers are in any way concerned about their child's needs, or want to know more about the assessments used, they should contact the SENCo at Inspire Academy, Mrs R Wood.

2. Our approach to teaching children and young people with SEN

- Staff at Inspire Academy will strive to plan and deliver high quality teaching designed to meet the needs of *all* pupils; this is monitored by senior leaders as part of the regular review and observation cycle.
- Some students may need additional support from within the Academy because of their SEND and the nature of this support will depend upon the needs of the student.
- We also ensure that those students that require extra literacy support from our specialist literacy teaching assistant receive:
 - 1. 1:1 literacy support that includes development of reading, handwriting, spelling, comprehension, speaking and listening and

extended writing skills

- II. 1:1 Numeracy tuition
- III. Extra 'in-class' support to promote literacy skills
- IV. Group work to develop speaking and listening skills

- Individual assessments are carried out in order to ensure that all pupils' strengths and areas for development are identified and built upon.
- All students undertake a literacy, numeracy and social communication programme with their form tutors.
- Occasionally, a student may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician, and Educational Psychologist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Where students require specific, specialist support we also refer them to outside agencies to undertake interventions such as Metro and Open Road.

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

- Students are taught in small class groups by a minimum of one teacher and one teaching assistant.
- Subject teachers will ensure that lessons across the curriculum are delivered using many different approaches and that the work for each student takes account of their individual needs.
- Accredited courses are carefully considered in relation to content and how they are assessed; they are matched to the learning needs, personal interests and aspirations of each individual student.
- In Year 10, students are assessed to see if they need support during exams (access arrangements) and strategies are put in place before the exams to make sure students know how to make the best use of the support available to them.
- Work experience placements in Year 10 are sourced with students' needs in mind, parents/carers will be approached before a placement is confirmed.

4. Arrangements for assessing and reviewing children and young people's progress towards outcomes

- We will keep you informed through parents' evening and reports. You are also encouraged to make direct contact with their tutors and subject teachers.
- All students will have a tutor who should be your first point of contact. This can be done by email or by a phone call to reception.

- Parents/Carers have regular opportunities to discuss progress with their teachers at scheduled events or informally by appointment, telephone or e-mail to individual teachers.

5. What support will there be for my child's emotional and social development?

- We believe that student wellbeing is the responsibility of all staff at Inspire Academy; the most consistent contact for each student will be with their Form Tutor and Teaching Assistant, who act as mentors for the students in their form group.
- On-call staff are available to support students who need 'time out' of class in order to take part in lessons positively.
- Regular meetings are held with students to discuss what is going well, what support is helping them and how things could be improved.
- There is a dedicated welfare team that pupil can access
- We have a school counsellor
- Inspire Academy attend all multi-disciplinary meetings regarding the welfare of students
- Welfare meetings are held weekly to ensure that all staff are up to date with what is happening for each individual student.

6. What specialist services and expertise are available at or accessed by the school?

- Counselling
- Referrals to Health Services (including Mental Health and SALT)
- Medway Youth Trust (both intensive PA and careers guidance)
- Educational Psychologist
- Sensory (hearing and visual) Impaired Team
- Children's Services for Social Care
- Medway Youth Services
- Medway Special Educational needs department

7. What training have the staff supporting the students at the school had?

- Staff attend training weekly as well as the five INSET each school year.
- Training looks at the needs of students with different types of SEND, how this impacts on their learning and the best ways to support their progress.
- Training is delivered by the Senior Leadership Team at the school and external SEND specialists to make sure current and relevant information and practice is provided for staff.

- Teaching staff meet every week to share their own experiences of what works for individual students, making sure that everyone can be consistent.

8. How will my child be included in activities outside the classroom including school trips?

- We actively seek to ensure that all students are included in all activities, including trips.
- Activities outside of the classroom are individually risk assessed and where necessary, resourced and supported to maximise the engagement in and the impact of the activity on all of the young people who are participating.
- Trips are regularly used as rewards, to enhance social skills or subject knowledge. They are seen as a valuable element of the curriculum.

9. How accessible is the school environment?

- Inspire Academy ensures full access to all students and visitors in respect of their presenting needs and disabilities. However, individual needs would be assessed on referral. We will soon be building a new Academy and this will be fully accessible.

10. How will the school prepare and support my child to join the school, transfer to a new school or to the next stage of education and life?

- A transition plan is put in place for all students referred to Inspire Academy; this involves a series of starter sessions (visits, half days and full days) to help students to become familiar with the school and the staff.
- Additional plans will be made for those students who need extra support when joining the school; this may include a longer transition or temporary 1:1 support.
- A transition plan is put in place for all students leaving for college and/or work placements.
- When students transition to a different school, we strive to provide a detailed summary of their educational needs. Progress is shared with parent's/carer's consent to make sure transition is as smooth as possible.

11. How are the Academy's resources allocated and matched to my child's SEND and how is the decision made about how much support my child receives?

- Student progress across the curriculum is looked at six times per academic year and other assessments once or twice per year; those young people making less progress than we expect will receive additional support within the school.
- We decide how much support each student receives based on their individual level of need and what we need to do to support them.

- When we review each student's progress and future provision at the Annual Review (of their EHCP), it will be decided whether the funding for the student is right for meeting their needs.
- On an annual basis we review each student's progress and future provision needs to determine whether or not the referring Local Authority needs to increase their funding to support the student's subsequent year at Inspire Academy.

12. Evaluating the effectiveness of the provision made for our pupils

- Academic data will be gathered by teachers and analysed by the team to ensure that progress is being made.
- Social data, such as Social Independence Scores and data from counselling is reviewed to ensure the impact of the intervention.

13. How are parents and carers involved in the Academy? How can I be involved and where can I find out more?

- We aim to develop close and mutual supportive relationships with parents/carers from the point of transition and on an annual basis at the students' Annual Review (of their EHCP).
- Parents/carers are invited to attend an Assembly of Achievement three times per academic year.
- Parents/carers are invited to events throughout the academic year, including informal coffee mornings, fetes, Christmas fairs.
- There are parent/carers representatives on the Local Academy Council.

14. How will my child be consulted and involved in making decisions about their education?

- Students meet fortnightly with their Form Tutor to review individual targets and assess progress.
- Students are always encouraged to go to their Annual Review (of their EHCP) and are asked for their views before the meeting takes place.
- Inspire Academy Student Council gives every student the opportunity to share their views on school issues.
- Students are chosen to be involved in the staff interviews to help inform recruitment decisions.

15. Who can I contact for more information about support services for parents?

- Please contact the main office via the contact details on our website.

- The Academy SENDCo. is Mrs R Wood.
- If you need to make a complaint about the SEND provision that your child is receiving, please contact the main office and ask to speak to Mrs Wood in the first instance.