



LITTLEPORT AND EAST CAMBRIDGESHIRE ACADEMY

SEND INFORMATION REPORT 2022-2023

The purpose of this document is to inform parents/carers about:

- How we welcome students with additional needs into our Academy community
- How we support them in all aspects of Academy life and remove any potential barriers to achievement
- How we work in close partnership with parents/ carers and students.

What kind of provision is LECA?

LECA is a fully inclusive secondary Academy for 11- 16-year-olds. We pride ourselves on providing an engaging and supportive environment in which our students feel empowered to reach and embrace their full potential with confidence.

What is our vision and what do we think is important at LECA

At LECA, we celebrate diversity and we cherish difference. LECA is committed to the inclusion of students with additional learning needs and disabilities. We believe that achievement is gained through having an inspiring, caring and enriching academy experience and that all students should have equal access to a broad and balanced curriculum.

What are special educational needs and disabilities?

The SEND Code of Practice (2014) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he, she or they:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him, her or them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What is the Local Authority Local Offer?

This is a resource developed by the Cambridgeshire or Norfolk Local Authority to signpost services and provision for students with SEND in the local area.

Please follow these links to find out more

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Where can I access independent help and support?

- The Parent Partnership Service providing Cambridgeshire's or Norfolk's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information

[SEND Information, Advice and Support Service \(SENDIASS\) - Cambridgeshire County Council](#)

<https://www.norfolksendiass.org.uk/>

- Core Assets Children's Services: Commissioned by the Council for Disabled Children to deliver Independent Support to young people and their families.

www.coreassets.com/what-we-do/independent-support-service/

- IPSEA: Independent parental special educational advice.

<http://www.ipsea.org.uk/>

- Pinpoint Cambridgeshire helps county parents/carers, especially those with children with additional needs and disabilities. They are able to offer support with:

1. Information and contacts with professionals and expert advisors
2. Links to support groups across the county
3. Training and workshops on Autism and ADHD and Preparing for Adulthood (14-25s)
4. Speaking up on issues affecting families
5. Opportunities to improve services such as health, social care and education
6. An annual conference showcasing support and services for Cambridgeshire families affected by disability and additional needs.

<https://www.pinpoint-cambs.org.uk/>

How do we consult with parents/carers of students with SEND and involve them in their child's education?

We aim for open and transparent communication and consultation with students and their parents/carers.

We prefer to meet and discuss things face to face, through student review meetings and other meetings as the need arises. Email can also be useful as it allows for clear communication which can be referred back to, as required.

Please contact the SENDCo here: Patricia.Martin@lecacademy.org

How do we consult with students with SEND and involve them in their education?

- Students with an EHCP have the opportunity to tell us what they think through the annual review
- Students are involved in writing their Learning plan and their views are shared on this plan
- Students will be invited to meetings about them, and we will respect their views on how they wish to participate

What kinds of special educational needs and disabilities might students at LECA have?

There are 4 broad areas of SEND as described in the SEND Code of Practice (2014):

- Communication and Interaction

Speech language and communication needs. Autism Spectrum Conditions, including Asperger’s syndrome and Autism.

- Cognition and Learning

Moderate and Severe learning needs including global learning delay. Specific learning needs, including dyslexia, dyspraxia and dyscalculia.

- Social, Emotional and Mental Health

Difficulties with poor mental health and wellbeing including anxiety and depression. Difficulties with regulating and managing emotions. Disorders such as Attention Deficit Disorder, Attention Deficit, Hyperactivity Disorder, Attachment Disorder, Pathological Demand Avoidance, Obsessive Compulsive Disorder, Oppositional Defiant Disorder.

- Sensory and/or Physical

Physical disability, vision or hearing impairment, multisensory impairment.

What provision is available for students with SEND at LECA?

| Area of need | Provision |
|-------------------------------|---|
| <p>General Support</p> | <ul style="list-style-type: none"> • Staff at LECA are committed to supporting students who have or may have special educational needs. The first wave of support consists of excellent targeted classroom teaching by subject teachers, following the principles of Quality First Teaching. • Staff undertake continued professional development in relation to SEND. • EHCP students have individual learning plans, which are documents devised and reviewed by students, parents and staff. These are shared with all adults working with the student. • Teaching assistants work alongside teachers to provide additional support within some lessons and during intervention sessions. <p>- SEN Students who struggle to access the full GCSE offer will be offered to take part in the Yellow Pathway. This is part of the Curriculum offered by</p> |

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| | <p>HLA and includes access to bespoke Level 1 Foundation Units.</p> <ul style="list-style-type: none"> • Break and lunch time provision includes supervised bases for smaller groups of students to eat and interact. • Supervised spaces are available for students to do homework, or quiet activities. |
| Communication and Interaction | <p>Targeted programs to improve communication and interaction skills including:</p> <ul style="list-style-type: none"> • Social stories and comic strips • Targeted communication programs devised with close liaison with speech and language therapy service. • Social skills groups |
| Cognition and Learning | <p>If a student has difficulties with literacy and learning they can access:</p> <ul style="list-style-type: none"> • Quality First Teaching with appropriate differentiation • In class support • Visual aids to support key vocabulary, concepts and themes • Spelling Intervention • Small group work with a specialist. • Catch Up Literacy Programme • Additional Literacy Groups • Targeted Reading Interventions in small groups with specialist • Study Support lessons to allow pre-learning and over-learning of concepts • Assistive technology, including laptops and iPads <p>If a student has difficulties with numeracy they can access:</p> <ul style="list-style-type: none"> • Quality First Teaching with appropriate differentiation • Visual aids and prompts • In class support • Small group interventions • Catch Up Numeracy Programme |
| Social, Emotional and Mental Health needs | <p>Targeted programs support social and emotional development :</p> <ul style="list-style-type: none"> • Zones of Regulation • Social Skills Groups • Canine therapy <p>Extensive pastoral support is provided through various staff, including Heads of Year and Student Support Staff</p> <p>Referrals are also made to access more specialist mental health support, including: Centre 33 Counselling, YOUnited, School Nurse and Child and Adolescent Mental Health (CAMH) teams.</p> |
| | Close liaison with multi-disciplinary teams including: |

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| <p>Sensory and Physical needs</p> | <ul style="list-style-type: none"> • Physiotherapy, • Occupational therapy services • Hearing and visual impairment specialist services • Adaptation of teaching resources where needed, including the use of ICT and accessible equipment and adaptation to the environment in line with our Accessibility and Equality Policies to support students with physical disabilities to enable them to participate in all aspects of Academy life, including all extra-curricular activities. • In class support • Emergency Evacuation Chair |
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How are students with SEND identified?

- Information is shared from the primary school or previous school
- All Year 7 students are screened for cognitive ability and reading skills and the data analysed and compared with KS2 SATS results.
- Progress based on data collections is regularly reviewed and monitored
- The subject teacher will raise concerns with their head of department in the first instance. An initial cycle of subject focused Assess, Plan, Do and Review is carried out. If concerns remain, a referral is made to the SENDCo for further assessments and observations.
- Parent referrals to SENDCo
- Head of Year referrals to SENDCo
- Referral from an outside agency

What training or expertise do staff have?

- The SENDCo holds a National Award in SEN Coordination (NASENCo) as well as having QTS and also holds a Level 5 Certificate in Specific Learning Difficulties, Level 7 Certificate in Assessing for Access Arrangements, Level 2 Understanding ASD and Tier 2 SLCN Difficulties.
- The Assistant SENDCo holds QTS, is Team-Teach and Steps trained and is currently working towards the NASENCo qualification.
- In -house and specialist training is provided for all staff, with a comprehensive annual programme of CPD.
- Key staff including TAs have specialist training and qualifications in areas including: Literacy, Numeracy, Speech, Language and Communication, Emotional Health and Wellbeing.
- The SENDCo and Assistant SENDCo attend regular Trust networking meetings and participate in online forums for SEN, Autism, ADHD and Specific Learning Difficulties.

How will the Academy know that its provision for SEND is effective?

We believe that regular monitoring and evaluation is vital to ensure effective SEND provision. The progress of students is regularly assessed and reviewed in order to determine the effectiveness of teaching for students with SEND and any additional intervention programs

We do this in several ways including:

- Regular learning walks
- Analysis of the attainment and achievement of different groups of students with SEND
- Monitoring of EHCP outcomes
- Post 16 destinations of young people with SEND
- Asking for the views of parents/carers and students
- Regular monitoring by the Academy Trust
- Scrutiny of the effectiveness of interventions, monitoring progress through reading and spelling ages etc.
- Monitoring of the pastoral, attendance and behavioural records of students with SEND
- Monitoring the procedures for the identification and assessment

All stakeholders (parents, teachers, students) will be regularly informed of the progress students are making via parents' evening, reports and communications home. Progress for students with SEND will also be discussed during annual reviews for students with EHCPs and during regular cyclic meetings with parents when completing APDR documentation.

Who is involved in supporting students with SEND?

- Form tutors are the first point of contact

-The Principal, Ms Phillips, is responsible for line managing SEND. Her contact details are c/o Jo.Hedges@leacademy.org

- The Assistant Principal responsible for Literacy Development across the Academy is Mr Jones. His contact details are: Chris.Jones@leacademy.org

-The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for overseeing the provision for SEND. She is responsible for overseeing the SEND Team, including the Assistant SENDCo and team of TAs. Her contact details are: Mrs Patricia Martin- Patricia.Martin@leacademy.org

-The Assistant SENDCo is responsible for supporting the SENDCo in her responsibilities. His contact details are: Mr Lee Skillern- Lee.Skillern@leacademy.org

-The SENDCo is responsible for assessing for Exam Access Arrangements and works closely with the Exams Manager (Mrs Susan Buzer) in their application and implementation.

Their contact details are - Mrs Susan Buzer: Susan.Buzer@leacademy.org and Mrs Patricia Martin Patricia.Martin@leacademy.org

-The SEND Team includes a number of teaching assistants, some of whom hold higher level positions with specific areas of responsibility

What specialist services are available?

| Provider | Services |
|----------------------------------|--|
| Independent Advice | <ul style="list-style-type: none">• SENDIASS• IPSEA• PinPoint |
| Local Authority Support Services | <ul style="list-style-type: none">• Educational Psychologist• Hearing impairment team• Visual impairment team• Young people's workers• Social workers• Early Help Team |
| Health services | <ul style="list-style-type: none">• School nurse,• GP,• Child and Adolescent Mental Health Service,• Occupational therapy,• Physiotherapy,• Speech and language therapy |

-The Academy liaises extensively with other bodies, including health and social services, local authority support services and voluntary organisations, in order to seek specialist advice and provision. The Academy will engage with these and any other agencies by making the necessary referrals for students as needed and inviting the agencies to meetings and reviews of provision for the students they are involved with.

The Academy currently has a dedicated Interventions Room and an Alternative Curriculum Provision room. We are exploring the possibility of setting up a sensory room and expanding our partnership with Highfield Littleport Academy to broaden our curricular and facilities offer. The Academy has also been successful in bidding for funds from different Local Authorities initiatives to secure funding for training and equipment for students with SEND.

How are students supported in moving between different schools?

- Transition for all students from primary schools include the following: staff information- sharing meetings, primary class activities and visits, SENDCo liaison meetings, parents evenings, student induction days.
- For some students, there are extra transition opportunities, including: individual parental and student visits, additional taster sessions, liaison and observations with teaching assistants, summer school, transition booklets.
- On entry to Year 7, all students are screened for cognitive skills and reading. Their KS2 scores are reviewed, picking up potential difficulties at the earliest stage. This information is analysed by the Inclusion Team, the SENDCo and Pastoral Leaders and used to inform provision, including which students will join any interventions that will take place throughout the academic year.

- Transition for students moving to post-16 providers includes individual visits and taster days, liaison meetings between SENDCO, pastoral team and post-16 providers.
- For all students, there is a comprehensive data exchange between schools and colleges.

What are the procedures for making a complaint?

Please contact:

- The SENDCo
- Follow the whole Academy complaints policy as detailed on the Academy website.