



LITTLEPORT AND EAST CAMBS ACADEMY

An Active Learning Trust School

Littleport and East Cambridgeshire Academy

SEND Information Report 2020-2021

Thank you for showing an interest in Special Educational Needs and Disability (SEND) at Littleport and East Cambridgeshire Academy. We hope that this report will answer some of your questions and will provide you with useful information about what we do to support students at our school.

This report should be read in the context of other school policies and other national and international reports and documentations including:

- ◆ The SEND and Disability Act (2001)
 - ◆ The Children Act (2004)
 - ◆ Equality Act (2010)
- ◆ Children and Family Act (2014)
- ◆ Special Educational Needs and Disability Code of Practice (2015)

Admissions information

Our admissions criteria does not discriminate against students with SEND and we adhere to the following guidelines in the Code of Practice:

- ◆ Consider applications from parents of children with SEND but do not have an EHC plan on the basis of the Academy's published admissions criteria as part of normal admissions procedure;
- ◆ not refuse to admit a child who has SEND but does have an EHC plan because they do not feel able to cater for those needs and;
- ◆ not refuse to admit a child on the grounds they do not have an EHC plan.

During the admissions interview (which is usually with the child's Head of Year), if an EHC plan is in place, the SENDCo will be invited to attend. It would be helpful to bring a copy of the EHC plan with you. If there is no EHC plan but your child is currently in receipt of SEND Support (so is on the school's current SEND Register), then a copy of the most recent intervention plan and the last review would be useful.

What does the SEND team look like at LECA?

Who is in the SEND and Inclusion Team?

Every single teacher and teaching assistant in the school but more specifically:

- Mr Charko - SEND Co-ordinator/ Teacher of English
- Ms Mulqueen - Assistant SENCO, Designated Safeguarding and Child Protection.

Teaching Assistants and Support Staff:

Mrs Allen - Pastoral Support Administrator

Mrs Barnes-Weston - Teaching Assistant

Ms Diprose-Denyer - Science Technician

Ms Freear - Teaching Assistant

Mrs Grant – Family Liaison Worker

Mr Green - Teaching Assistant

Mr Griffiths - Teaching Assistant

Ms Hayward - Teaching Assistant

Mrs Hedges - Reception/Marketing/Administration

Miss Hunter - Teaching Assistant

Mrs Minchin - Teaching Assistant

Mr Olive - Teaching Assistant

Mrs Paul - Teaching Assistant/Intervention Lead

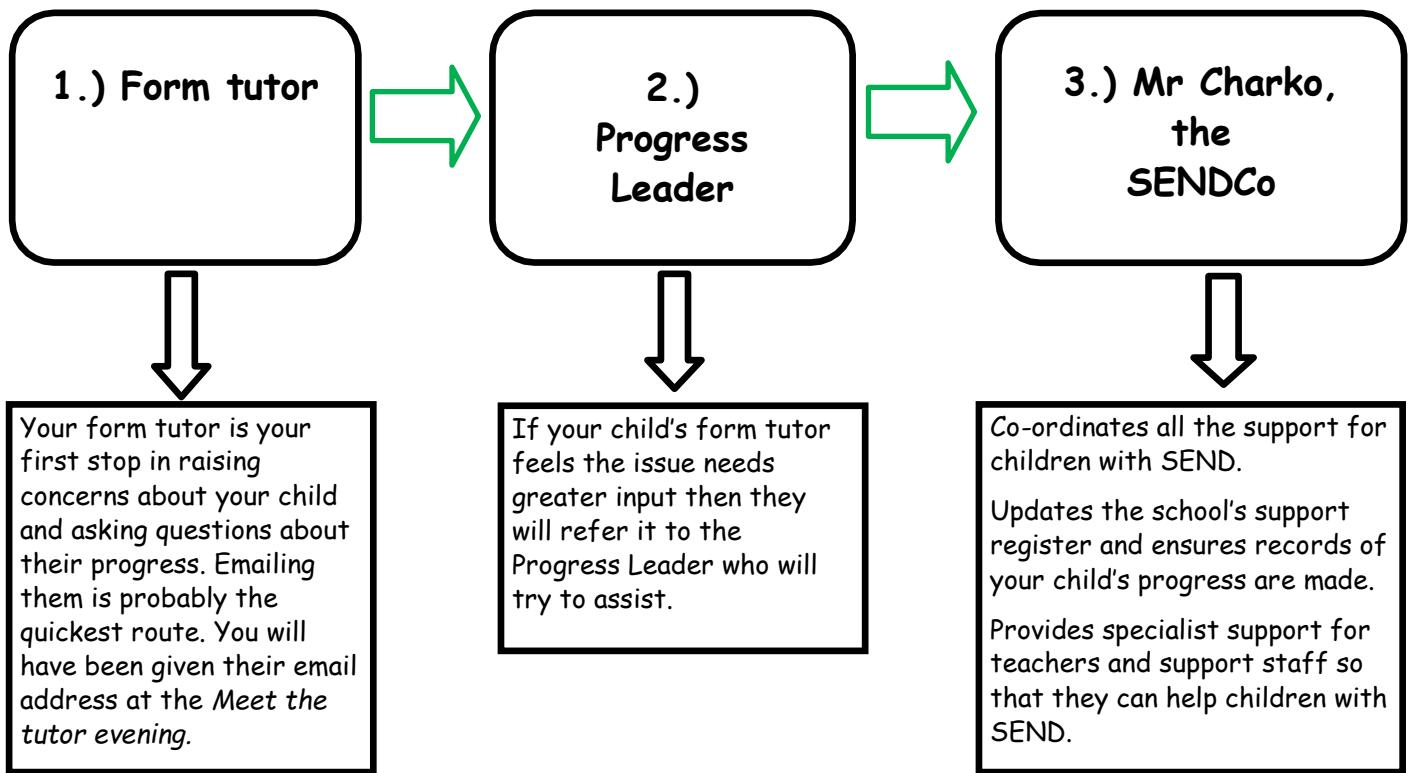
Miss Sturman- Young People's Worker

Miss Whyte - Teaching Assistant

LECA adopts a whole school approach to SEND. Children with SEND are, as far as is practical, fully integrated into mainstream lessons.

The SEND Code of Practice 2015 makes it clear that every teacher is a teacher of every child or young person, including those with SEND.

Who are the best people to talk to in College about my child's difficulties with learning/Special Educational Needs and or Disability?



You should always speak with your child's Form Tutor first as they know your child well and can probably solve some of the problems being experienced. You can use email or phone to contact the above people but please remember that these people are often in lessons and may not respond the same day.

LECA support the following SEND needs:

Chapter 6 of the Special Educational Needs Code of Practice (2015) states that there are four broad areas of need:

- 1) Communication and Interaction (**speaking and getting along with others**),
- 2) Cognition and Learning (**thinking and taking in information**),
- 3) Social, emotional and mental health difficulties (**getting on with others, coping with everyday life appropriately, following rules and managing life's ups and downs**),
- 4) Sensory and or physical needs (**being mobile, independent and managing their senses appropriately**)

Littleport and East Cambridgeshire Academy caters for all four areas.

How do we identify students with SEND?

Early identification is a priority and we use screening and assessment tools to ascertain children's progress through:

- ◊ Evidence obtained by teacher observation or assessment,
- ◊ Children's performance, judge against level descriptions,
- ◊ Children's progress in relation to objectives in literacy and numeracy,
- ◊ Standardised screening or assessment tools e.g. diagnostic tests, reports or observations, records from previous schools.
- ◊ Discussions with primary schools and year 6 teachers.

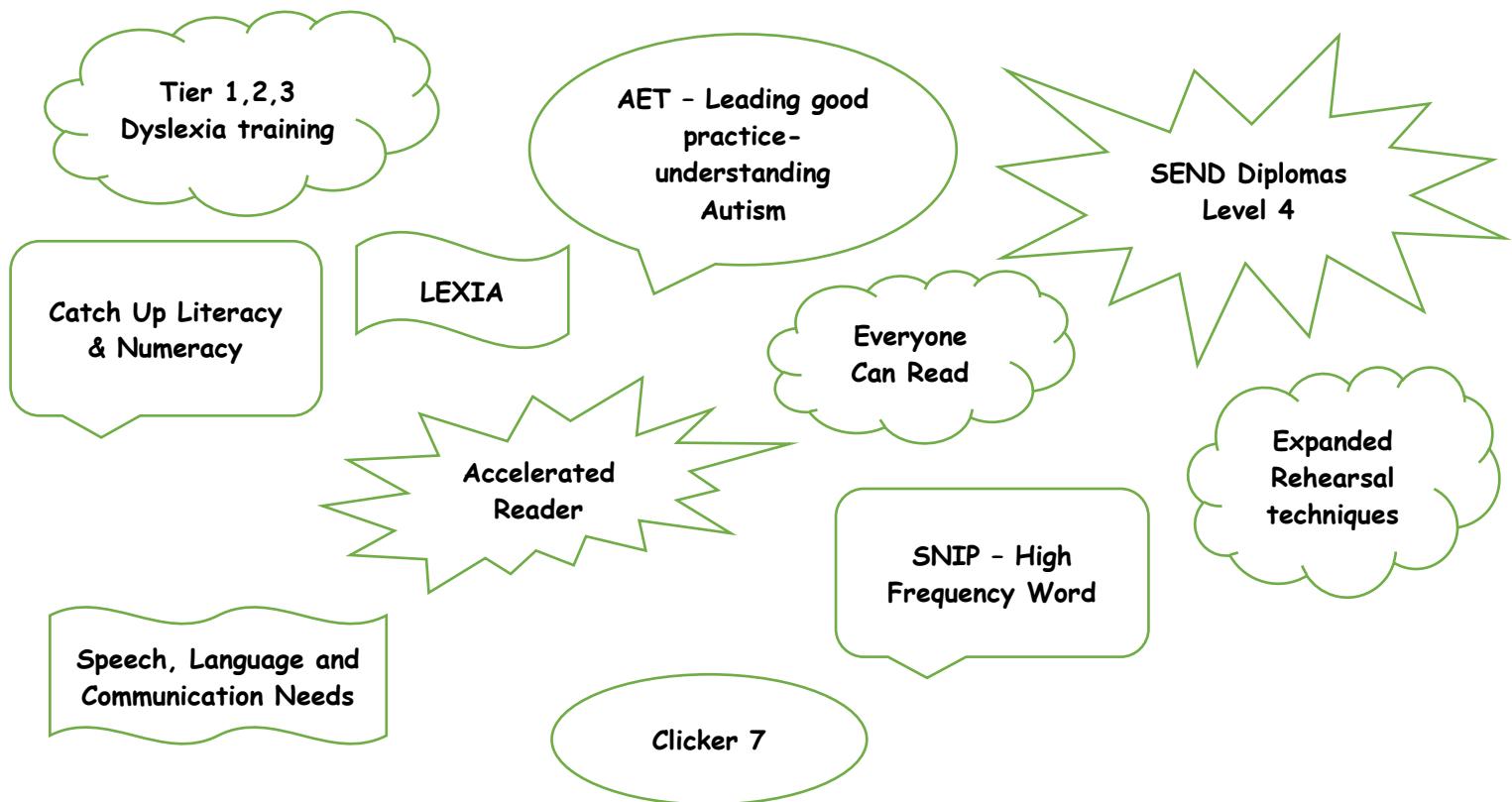
As parent/carers you can also speak with your form tutor if you have concerns about your child's development. The form tutor will look at the screening test done by all children upon entry to LECA, as well as their Go4Schools profile and refer your child to the Inclusion meeting if more analysis is required.

Your child will only be placed onto the SEND Support Register if we are completing an active, measurable piece of work with them. They will be classed as having SEN Support if this is the case. This piece of work could be carried out over half a term for example and then, if successful, your child would be removed from the SEND support register. You will of course be aware of this as you will receive an assess, plan, do and review plan.

A diagnosis of Dyslexia or Autism for example will not automatically mean that your child will be placed onto the register. If specific work is not required then reasonable adjustments will of course be implemented within the mainstream classroom.

SEND training already completed at LECA

We have completed a variety of training related to SEND. Here are some of the SEND courses our staff have completed in the last year.

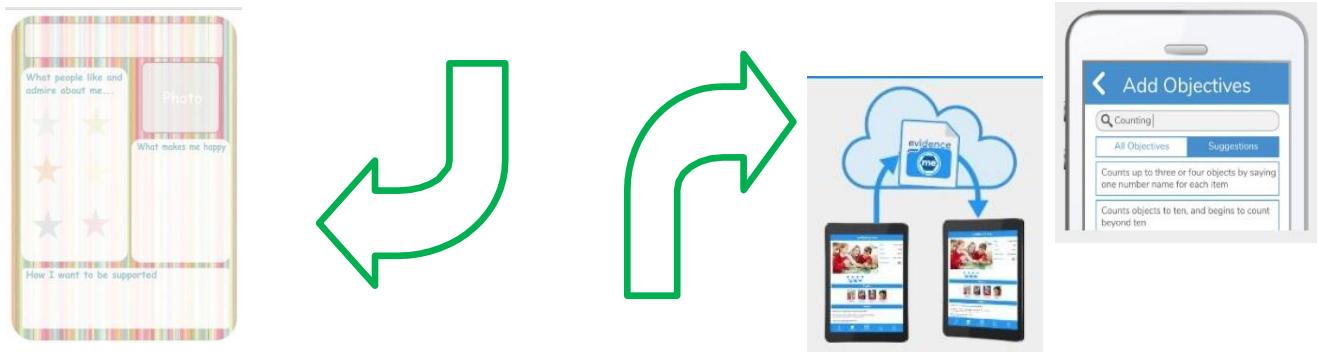


Whole School Training already completed in 2020/2021.

- Whole staff SEND training on Using SEND Data
- The Inclusive Curriculum (SEND Focus)

How are my child's needs understood and responded to in a mainstream classroom?

⇒ If your child has an EHC plan they will create a simple 'One page profile' which reminds them of what they do well, what they find challenging and tips to help them learn. All adults working with your child have a copy too. On the back of the profiles is a table detailing a range of statistical data about their literacy, numeracy and receptive language (how well they understand what is said to them) ability.



- ⇒ Children with an EHC plan also use a program called Provision Map to catalogue the progress they are making towards their EHCP outcomes. I am working on enabling you as parent/carers being able to record the achievements and progress made within the home environment.
- ⇒ Mrs Starling, Mr Charko and Ms Mulqueen carry out SEND learning walks which focus on several areas of SEND. They go into lessons and look at how well the teachers and TAs use the strategies provided to ensure children with SEND can engage with the lesson.
- ⇒ Every faculty has been presented with relevant documents on different aspects of SEN. It provides lots of strategies for addressing the needs of students with a variety of conditions including Dyslexia, Dyspraxia, Autism, and Speech Language and Communication Needs.
- ⇒ Go4Schools is now being used to store information about your child's Special Educational Needs. It has details of whether they are in receipt of SEND Support, their condition, basic data and possible strategies for support.

External agencies supporting students at LECA

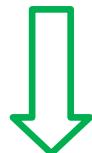
We are happy to work with outside agencies in supporting our children. A weekly inclusion meeting is held to discuss students who are experiencing difficulties and when appropriate a referral to one or more services may be made to:

- An Educational Psychologist
- Child and Adolescent Mental Health Services (CAMH)
- Physiotherapist and Occupational Therapists
- Sensory Support services
- Family Workers
- Young People's Workers
- Children's Services
- School nurse
- Education Welfare Officer (EWO)
- Kite Trust

Some of these services require an Early Help Assessment (EHA) to be carried out. This is how parent/carers, the child and a practitioner or worker assess the need and access support. Parent/carers are very much at the heart of an EHA referral.

If an EHA is successful, usually a Team Around the Family (TAF) will be called. This is where the most appropriate worker calls a meeting, sets targets, inputs support and then reviews the effectiveness of that support. This can form an essential part of the ADPR cycle.

**CLICK ON THIS LINK TO HAVE
A LOOK YOURSELVES:**



<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/>

What additional support is available for my child?

The next page details some of the specific support packages that we offer. This page details an overview of what we offer.

Your child may receive support with their:

- ◆ Literacy
- ◆ Emotional regulation
- ◆ Social skills
- ◆ Working memory
- ◆ Resilience,
- ◆ Young carers status
- ◆ Homework,
- ◆ Speech and Language,
- ◆ Physical needs,

How will you get equipment and help to support your child?

We source support in a variety of ways and from a variety of places. Some of those places are:

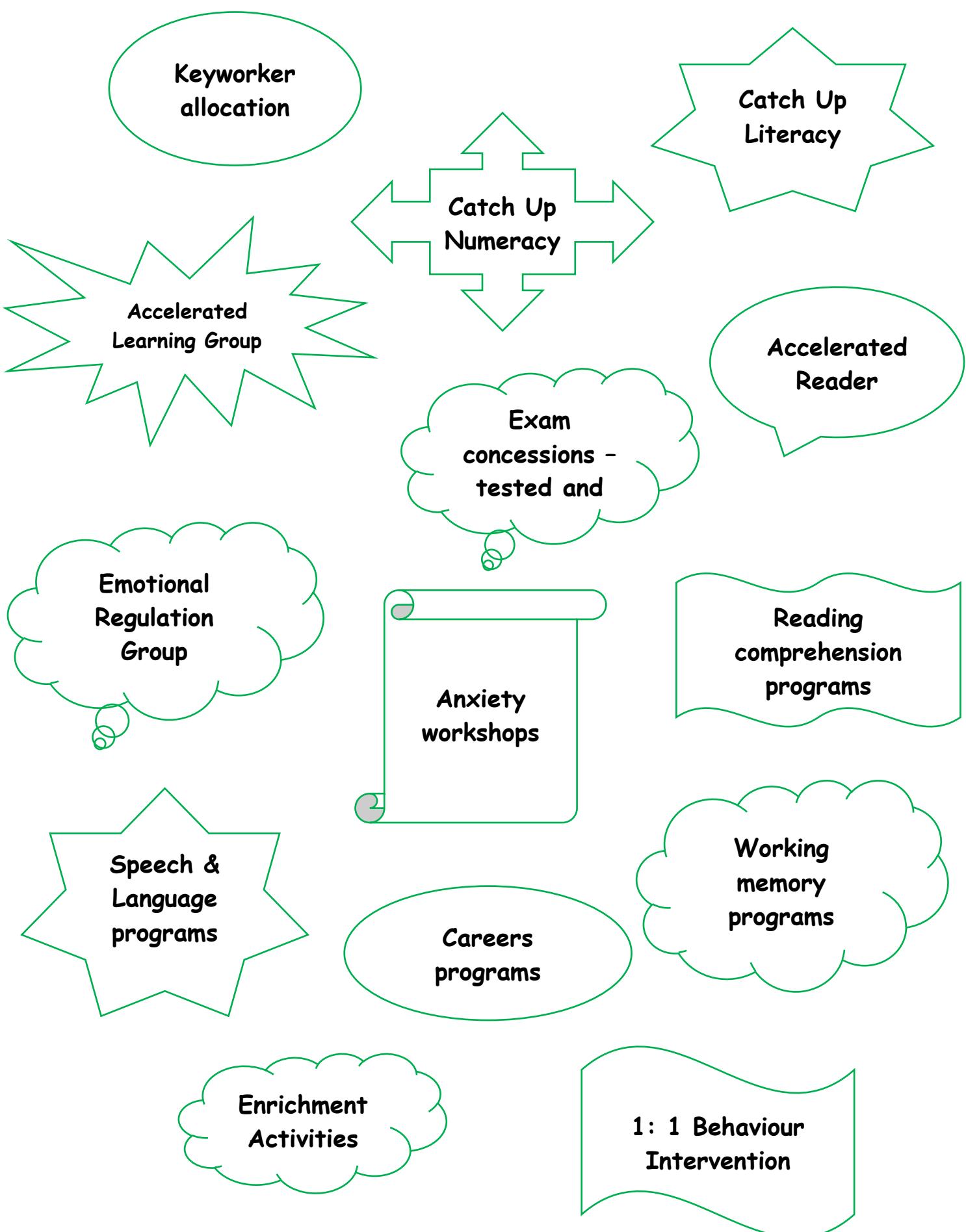
- Your child's AWPU (the basic amount provided for your child by the government),
- Pupil Premium Funding,
- The SEN school budget,
- EHCP funding,
- Funding from specific projects,
- The National SEN Budget,

So if you've identified a difficulty, what does Cromwell do to try and help my child?

Chapter 6.37 of the Special Educational Needs Code of Practice (2015) states that, "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN". Adaptations may include

- Adapting the curriculum
- Adapting resources and staffing
- Using recommended aids such as laptops, reading pens, overlays, visual timetables, timers etc.
- Providing extra time, pre-teaching key vocabulary, reading instructions aloud, providing print outs of materials used.

Here are some specific support packages that we usually offer:



How do we know the interventions you are using are successful?

The Accelerated Learning Groups

After various testing modules including EXACT Lucid, CAT4 and PTM were carried out and assessed against the data provided by primary schools during transition the 18 students were placed in the ALG group due to their results showing they fall into the lowest 15% cohort of the year group with the combined two year age deficit for Maths, Reading and Writing. 61% of students in the ALG are currently on the SEN register. 22% have an EHCP. 17% of these students have SEMH.

After trialling removing students from Maths and English lessons to introduce Intervention instead, it was felt that this would not be sufficient support required in order to meet the student's needs both academically and emotionally.

By the end of term 1 of students being in mixed ability classes it was clear that the gap was widening and student's mental wellbeing and self-esteem was falling.

The overall aim of the ALG is to allow students to reach a level where they can confidently re-integrate into mixed ability classes following the rest of the school set up.

Accelerated Reader

After analysing data on reading levels it was clear that an effective reading intervention needed to be introduced at LECA. The effects of COVID have left a substantial drop in reading abilities across the year groups. Following extensive research, we decided to introduce

Accelerated Reader to Year 7 and lowest ability Year 8 students. Accelerated Reader encourages both independent and supported reading with an emphasis on comprehension and understanding being evidenced through fun interactive quizzes taken online. Accelerated Reader is targeted at reading and interest levels with half termly assessments to monitor progress. It is hoped that each students reading levels will improve by at least three months during each STAR assessment. With due course we hope to extend Accelerated Reader to be delivered to all Year 7, 8 and lowest ability Year 9, twice a week during tutorial resulting in us narrowing the gap in pupil age and reading age.

How do we support inclusion for students with SEND?

All children, regardless of needs are included at LECA.

For children with vision impairment we adapt the environment as is necessary. Enlarged fonts, coloured overlays different colours exercise books and printouts are some of the ways we enable students to remain engaged with the main school system.

For students with physical needs adaptive equipment can be available. This includes general stationery as well as equipment in technology and science for example. We also make use of assistive technology (ICT resources) within school.

How do we support our students' well-being?

- 1) Children are supported by their form tutors and keyworkers (if one is allocated) throughout their time at LECA. They can share any concerns they have with them.
- 2) Some children are allocated year 10 mentors to help them navigate the journey through LECA.
- 3) Parental questionnaires are provided at each parent/carer evening regarding well being, alongside provided information and possible places of support.

How do we listen to your views and your child's views?

- ◆ During your year 6 transition interview you and your child will have a 1:1 interview with a member of LECA's staff so that you can share your successes and discuss any concerns you may have.
- ◆ Students with an EHC plan create their one page profiles with their keyworker and parent/carer so that they contribute to the way they would like their support to be provided. They also have a formal yearly meeting called an Annual Review. At LECA, all children are invited to attend. They also complete a document which covers their likes, dislikes, areas of success and areas for development along with their concerns, ideas and thoughts about their future education and career ideas. Children with EHC plans have an allocated keyworker who they speak with on a very regular basis. Keyworkers help them create their 'One Page Profiles' and ensure that they are able to contribute, in the most suitable way for them, in their Annual Review.
- ◆ If your child is invited to intervention sessions, you will receive a letter explaining why, when and where the interventions are. You can, of course, speak with us if you have questions or indeed want to provide extra support for your child at home.
- ◆ The SENDCo or Assistant SENCO carry out termly SEND Student Voice activities for each year group. This is where they carries out informal interviews with a range of SEND children asking about their provision, what is working well and if they can help with improving things in any particular areas. These interviews are anonymous to enable children to feel comfortable with sharing any concerns they may have.
- ◆ Any ongoing concerns and questions can be raised with the SENDCo, remembering to follow the procedure on page 2 of this information report.
- ◆ You can of course always email your child's teachers.
- ◆ If you need to speak with people in person then you can arrange to meet with your child's form tutor or Progress Leader in the first instance.
- ◆ Any student placed onto the SEND Support Register will be receiving some form of measured intervention. The Code of Practice states that SEN Support should, "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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach." A provision map will be created for this which details the name of the intervention, the targeted outcome, who will provide the support, how often it will occur and what resources will be used to enable the intervention to run. Parents will receive a paper copy of this to ensure they are fully informed of the intended provision. This forms the 'Assess' and 'Plan' sections of the four part cycle. Carrying out the intervention fulfils the 'Do' section and then following the completion of that timed piece of work we 'Review' the cycle. This is known as the APDR cycle. Again, both children and parents are involved in the 'Review' process.

What do parent/carers/students say about SEND at LECA?

"We have been so pleased with our going to school and SEND support, he loves it which is great, thank you for all your hard work"

"Been really impressed with how LECA have supported the students with SEND over lockdown."

"R. is enjoying school a lot more now he has the support. He talks very highly of you!"

"I am very pleased with the help and support I have received, I have had a couple of times where I have found some subjects hard and there is always someone on hand to help straight away. Thank you"

"The TAs help me a lot"

"The help and support we are receiving for J is amazing"

Who can I contact in regards to my child's SEND provision?

We hope that you are happy with the support we provide at LECA. However, if you are not and have been through the process of:

- Form tutor—
- Progress Leader- Mr Richardson
(Year 7 &8), Mr Mortlock (9 &10)
- SENDCo please contact: Mr Charko

Mr Gaskins (Principal)

More information regarding complaints can be found on LECA's website:

www.lecacademy.org/policies

Our SEND governor is:

Where can I get some more support from?

LECA utilises Cambridgeshire's Local Offer which is a gateway for support services for parents. It can be accessed here:

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

Other useful sites/contact numbers for parent/carers may include:

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

(provides extra support for children and young people in mainstream schools from early years to further education).

SENDIAS = 01223 699 214

(offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability).

Keep Your Head = <https://www.keep-your-head.com>

(Reliable information on mental health and wellbeing for children, young people and adults across Cambridgeshire & Peterborough).

CHUMS = <http://chums.uk.com/cambs-pborough-services>

CHUMS Mental Health & Emotional Wellbeing Service for Children and Young People provides therapeutic support in a variety of ways.

Kooth = <https://kooth.com>

Kooth is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.

Carers Trust = <https://www.carerstrustcpn.org>

The Carers Trust Network supports carers locally through a unique UK-wide network of Network Partners.

How do we support students transitioning to or leaving LECA?

Year 6 into Year 7

LECA runs a successful enhanced transition program for students with an EHC plan or who are in receipt of SEN Support.

Mr Charko or Ms Mulqueen contact primary schools and offer places on the program to each school.

Children with EHC plans along with high needs SEN Support and their parents have their 1:1 year 6 interview with Mrs Amor.

Extra sessions are offered. Students attend for an increasing amount of time and are taught by a variety of LECA staff.

Mr Charko or Ms Mulqueen may attend the year 6 Annual Review of children with EHC plans depending on the severity of need. Children and their parents are always welcome at LECA for 1:1 visits with Mr Charko.

We will support your child to be an independent, resilient, confident young person who takes responsibility for their own learning and actions.

