



LITTLEPORT AND EAST CAMBS ACADEMY

An Active Learning Trust School

Welcome to the SEND support team at LECA

Jacek Charko - SEND Coordinator - English Teacher

Karen Mulqueen - Assistant SEND Coordinator - Head of Learning Support Team - Designated Safeguarding Deputy - Mental Health Champion

James Tatham - Vice Principal - Designated Lead for Mental Health - Designated Safeguarding Deputy

Jo Smith - Careers Advisor - Teaching Assistant

Sarah Wigglesworth - Higher Level Teaching Assistant - Humanities Support Assistant

Emma Paul - Intervention Lead - Higher Level Teaching Assistant

Billy Griffiths - Intervention Teaching Assistant

Jayne Freear - Teaching Assistant/Keyworker

Luke Green - Teaching Assistant/Keyworker

Sarah Hunter - Teaching Assistant/Keyworker

Daniel Olive - Teaching Assistant/Keyworker

Cleo Whyte - Teaching Assistant/Keyworker

Jean Minchin - Teaching Assistant/Keyworker

Kathryn Barnes-Weston - Teaching Assistant/Keyworker

Identifying Students with SEND

- Early identifying is a priority.
- The Academy identifies students with special educational needs prior to transition and works closely with the Primary Schools through visits and meeting SENDCos' and Pastoral Teams to gather information.
- Using Primary School records and Key Stage 2 assessment data.
- Information from Parents/Carers or agencies working with a family or child (e.g. Health professionals, Social Care, Youth Support, Young Carers).
- We aim to screen all students in school, at the beginning of the September term, for Literacy using Exact Lucid, looking closely at word recognition, spelling and reading comprehension.
- Any students arriving at the school after this period will be tested within a week of joining us by the SENDCo.
- Using departmental assessments against national achievement criteria.
- When concerns are raised by parents or staff, these are investigated either by internal tests or by consultation with an Educational Psychologist, Advisory Teacher, or external agency, such as CAMHS. Educational referrals are arranged by the SENDCo, Deputy Head or Progress Leaders.
- Access arrangements testing will be done for students, who may need extra time or support in their exams, in Year 10.

Our approach to teaching students with SEND

At Littleport and East Cambridgeshire Academy all SEND students have access to High Quality First Teaching. Students with higher educational and/or more complex needs will join the Accelerated Learning Class in Year 7. These students will access a full curriculum and receive an extra hour of English and Maths each week, led by the subject Teacher and supported by Teaching Assistants.

Other students with SEND will be integrated into lessons and activities with students who do not have SEND and will also receive extra support in English and Maths.

Occasionally a student may need extra support with an area of the curriculum and will receive Intervention from a Higher Level Teaching Assistant or the Assistant SENDCo to support this. If an individual student requires more intensive support, withdrawal from other parts of the curriculum is kept to a minimum. These sessions also provide a regular opportunity to speak to the students about aspects of their education and how we can support them.

Keeping Parents informed

The SENDCo will ensure that parents are informed if their child is identified as needing SEND support. A phone call, email and meeting will take place with further conversation and contributions from parents before any referrals to outside agencies.

Outside agencies recommendations and feedback will be discussed with parents to keep them informed.

Parents are invited to Annual Review meetings for students with Educational Health Care Plans (EHCP).



Assess, Plan, Do, Review (APDR)

The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice 0-25 (2015). The approach is essential to successful work with children with special educational needs or possible special needs at all stages of the SEND process from raising concerns to EHCP.

The APDR acts a checklist for a Special Educational Needs Coordinator (SENDCo) to record their work with individual pupils as they move through the Assess, Plan, Do, Review cycle. It helps to systemise and clarify the process, ensuring that responsibility is clear at each stage.

Interventions will be coordinated based on students developing needs and observations from Teachers.

The SENDCo will have regular updates and feedback from the subject Teachers and Teaching Assistants.

Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent the development of more significant needs. Parents will be consulted and kept informed.

Supporting students with transitions

At LECA we acknowledge that moving from one school to another can be very challenging, particularly for a student with SEND. For this reason we have dedicated members of staff and support set up to help with this process:

- To support transition/transfer from Year 6 into Year 7, we build strong relationships and communication with the SENDCo, Pastoral Team and Class Teacher.
- Transition strategies are put in place for more anxious students, allowing us to have regular contact and bespoke activities to build rapport, encouragement and resilience.
- Activity days, allowing these students to come to LECA and experience some of the subject lessons and routines.
- Students transferring with an EHCP, will meet the SENDCo prior to transferring to LECA.
- The SENDCo will be invited to the EHCP Annual Review meeting to discuss outcomes, provision and strategies to help with a smooth transition.
- Mid-year transfer students with SEND, will be met by the Head Teacher and SENDCo and information will be gathered from parents and current school, to help with needs assessment and smooth transfer.
- For Year 9 students choosing GCSE option courses, support will be provided in the form of assemblies, information evenings, careers advice in form time and PSHE lessons.

Training and Expertise

All members of staff at LECA engage in regular CPD and training sessions for High Quality Teaching.

- CPD is provided to all members of staff for ongoing development and knowledge of SEND and specific needs.
- The learning support team are continually engaged with ongoing development for SEND, interventions and support that can be offered to students.
- Staff regularly discuss teaching methods and their areas of expertise to pass on this knowledge and support to one another.
- When more specialist training is sort, outside agencies will come to LECA, to deliver the CPD.

Facilities and equipment available for pupils with SEND

Littleport and East Cambridgeshire Academy is a newly purpose built secondary school, which opened in September 2017.

It is fully equipped with accessible toilets and shower rooms and has a lift to enable students with accessibility issues to move between floors.

The school automatically receives notional SEND needs funding and grants, including Pupil Premium to support students with SEND.

We have also been granted further funding from the Opportunity Area:

The Fenland and East Cambridgeshire Opportunity Area (OA) was launched by the government in January 2017 as one of 12 OAs across England. The aim is to raise education standards locally, providing every child and young person in the area with the chance to reach their full potential.