



## Academy Ethos for SEND

This academy has a 10-16 specialist provision for learners with special educational needs in Social, mental and emotional health who **have an EHC plan**.

We expect each learner to:

- Achieve their best;
- Become confident, independent and resilient individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into further education or training, employment, or as an employer of their own carers.

We take a whole academy inclusive approach to all learners with special educational needs, recognising that the aims of the academy (*'to be the best that they can be'*) are the same for all students, whatever their abilities.

**Admission** to the academy is through the statutory assessment process where the academy is named on the EHC plan.

All the learners in this academy have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in mainstream academies. They make less or significantly less progress than their mainstream peers. All our pupils have been identified as having Social, Emotional, or Mental Health needs, and hidden disabilities. They are admitted through consultation with the Local Authority and families, according to their needs identified on their EHCPs. Where children have physical disabilities we work with families and external agencies to ensure that all necessary adjustments to the physical environment and curriculum are made to allow them to access the provision.

The academy makes provision in accordance with the Code of Practice [2001], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles. We follow the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The academy believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.



**Partnership Ethos with the Academy**

- 1. The arrangements for consulting parents of pupils with special educational needs.**



The academy sees families as partners in the process of education and development of their child. We want to work closely with you to ensure that your child grows and develops into an independent and resilient young person able to cope with their life. As a partner we have a range of ways that

you can be an active part in this process which starts with an open door policy to parents. We have also a range of structure opportunities for you to consult us,

- EHC plan (The One Plan) annual review,
- Regular review meetings and telephone calls,
- The academy approaches problems through early support approach where the principles are to ensure that emerging problems are identified, understood and acted upon promptly and in a measured way before they become serious issues.
- Open afternoons/evenings also take place to review the annual report on progress and discuss any proposed transitions as children move up through the academy.
- We conduct yearly surveys of parents' attitudes to the academy, its performance and how it meets their expectations.
- We are always open for consultations or meetings as and when issues that need discussion arise, we welcome parent, carers and any if required others whom the parent wants to attend, such as Parent Partnership, supportive organisations or parental friends.
- We have an engagement team who work with other agencies to support families when need arises.

## **2. The arrangements for consulting young people with special educational needs about, and involving**

EHC plan (The One Plan) annual review, regular review meetings, structured conversations and early interventions.

The student voice is vital to the improvement and well being of our learners, we have a range of ways of gathering and assessing what they say, what they want improved and what they feel about being in our academy family.

- The academy has a Student Council where student concerns or views are shared and acted upon.
- Individuals are able to talk or disclose to any staff concerns or worries they have and these will be followed up through the academy's established procedures.
- A yearly survey of learner's views and attitudes is conducted and reported on to the governing body, and actions follow from this.
- Each learner has age and ability appropriate conversations on their termly learning and behaviour goals, and their sense of achievement and well being, this feeds into their pupil profiles.



**3. The name and contact details of the SEN Co-ordinator.**

The academy SENCO is the Head Teacher, who is responsible for ensuring the progress and wellbeing of all learners in the academy. The SENCO ensures the adaptations to the curriculum and the learning environment allow your child to make progress as agreed.

**4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the academy.**

**What happens if it's not working? How you can help us make it better.** (See the academy's Complaints Policy available on the academy web site) We want to know when things aren't right with your child's learning,

- Your first approach is to the tutor; this may be through a letter or the regular telephone calls home.
- If this does work then you can approach the Head Teacher, by letter or telephone. It is the heads job to hold the staff to account if things are not right, or to explain why the academy is unable to meet your request. No problem that the academy is ignorant of will be able to be resolved, so share concerns early so that they do not become a problem.
- The Academy Council, or the Parallel Learning Trust are the next stage in trying to resolve a complaint, there is a named board member for this and that governor with the other academy governors are expected to hold the academy to account if things do not work.
- Should none of these stages resolve your complaint then you can go to the Local Authority who retain responsibility for your child's education and the education part of the EHC plan.

If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide you or the academy, the academy will help you find the right contacts to help resolve these issues. The academy cannot make other services act, both health and social care have complaint procedures you can follow. Talking about concerns early and understanding who can help resolve them is important to getting a prompt response.



**5. Information on where the local authority's local offer is published.**

Essex Local Authority can give information on what is available.

**6. Information about the academy's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the academy evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support which is available, activities and emotional support which is additional to those available for all pupils.**

**This academy identifies the individual learners range of needs as these develop and change through their academy life, it assesses learner progress and evaluates and develops its own provision to match the developing needs of this population.**

Many learners will initially have been through a health assessment which shows them as needing special provision,

- The academy has wide experience in supporting learning needs, specialist care needs, health issues and works as a team with the family to secure the best approach and outcome for the child.
- Teacher judgement, with notes made by classroom staff, specialist staff, health colleagues and recorded comment accompanying the child's work build up a picture of the progress being made.

- Evidence of learning outcomes can be recorded work, but is also often photographs of activities, staff notes and records and learner records.
- A picture is continually built of the learner's abilities and challenges, all these judgements and information guiding the next steps in learning.
- Staff monitor each other, compare views and notes and refine their assessments against National Curriculum and qualification guidance.
- This process follows the learner through academy, with their recorded work growing in complexity and independence as they progress. The academy reflects constantly on what they do and how best to improve outcomes through staff training (continuous professional development) and the deployment of approaches to learning and specialist resources that work for the individual learner.
- Specialist equipment is assessed and deployed to support access to the curriculum enabling, communication, recording and involvement in learning and interaction with classmates and staff.

*The academy has a range of policies and statements that cover these areas including, Academy Behaviour, SEND, Assessment and Marking, Equality, Access (to building facilities and to learning activities)*



## 7. Information on the kinds of special education provision made in the academy.

- The academy uses a wide range of approaches to learning and supporting its pupils all work is differentiated for the particular needs of your child.
  - Individual work with one of the classroom team, or with specialist TA, or health colleague
  - Group work in the classroom with learners at similar levels of achievement.
  - Class work in which learners with different needs work closely together with practical or experiential learning activities.
  - All approaches to learning follow the **assess, plan, do, review** approach, ensuring next steps in learning are clearly identified, with learning targets understood by staff and learners and appropriate approaches and methods are directed by the class teacher for all staff to employ.
- These take place in the subject classrooms where the pupil works with an experienced well directed class team.
- This class team knows the child
  - the learning targets and
  - the learning challenges,
  - physical challenges,
  - emotional challenges,
  - as well as any health issues the pupil has
  - They understand the impact of the above on the pupils ability to learn, and this help the staff judge the appropriate pace and intensity of activities and experiences to ensure enjoyment and safety in lessons

- This team is led by an experienced teacher, with confident LSAs all supported by the health professionals and senior leadership of the academy.
- This team is trained in the use of behaviour management through the “Essex Steps” approach.
- Clear records of achievement are kept and used to support next steps in learning, providing a clear picture of what the pupil knows, understands and can do. Work examples are retained, and moderated to ensure consistent standards are maintained and understood. This data is used to improved approaches learning and organisation so that the academy continually reviews and improves its effectiveness.

### **How, where necessary, health and social care colleagues work with us and families.**

Health colleagues, where appropriate, form part of the team that supports your child and their learning and help to set annual and termly targets.



8.

**How we train and support our staff to ensure the education and wellbeing of our learners.(Our Staff Skills)**

Our transition manager links with our tutor teams to produce a number of plans to support the welfare of your son. She works closely with the Family Link workers to ensure that concerns that come into academy are quickly and efficiently resolved. These following plans help ensure that staff know how to work with, support and care effectively for your son. They work with the IEP/IBP to ensure a holistic approach to their life, education and development takes place in an informed and carefully planned reflective learning environment.

- Medication Plan This details the prescribed medication your child takes and also details any prescribed medication that your child has administered in academy, the way its administered, checked and recorded and countersigned by staff. This follows the academy's medication policy, itself based on the DFE Guidance booklet 'Managing Medicines in Academy and Early Years Settings' 2007 ref 1448-2005DCL (may not be current)

The academy works closely with CAMHs, Social Care and Educational Psychologists to ensure the needs of all the students are met.

**Other training for staff**

All staff are involved in weekly CPD, including Safe Guarding Child Protection.

Claire Parker is responsible for safeguarding and child protection issues and works closely with families, as well as appropriate external agencies. All teaching is monitored weekly with regular link meetings to feedback and support individuals as appropriate, to ensure that teaching is good or outstanding in all lessons.

**Quality First Teaching and Personalisation.**

**9. Information about the academy's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.**



The academy uses the NC and its own curriculum with programmes of study, which it has adapted and modified to direct teaching and ensure that learners have a broad balanced set of experiences through which they learn skills, develop knowledge and understanding and are able to progressively do things more and more things independently as far as they are able.

- **The academy records progress using learning leader judgement** (teachers and LSAs) **(Teaching and Learning Policy)** □ **These judgements are moderated** within the class team (checked and verified), through the academy's systems.
- **The staff are experienced in understanding learners needs and in making accurate judgements** which they support with evidence which shows achievement, this may be photographic, annotations on work, records of learner voice
- **These are carefully recorded as levels of progress** in the academy's recording system which is Go4Academys which is moderated and compared with national data.
- **With clear records of progress, we can establish the next steps in learning** for your child and share both where they are and what they need to do next.
- **The class team knows what your son needs to be challenged** with and taught next in order to continue to learn and grow.
- **The broad targets are agreed with you at the annual review** of the EHC plan (TOP) **and** the stages are **reviewed and refined termly** in the Individual meetings or telephone calls.
- At the annual meeting to discuss the EHC plan the **levels of learning** the child has **achieved will be shown**, so that progress can be discussed and assessed.
- The levels will show **against Progression Guidance** (national standard for SEND learners in special academy's) this allows judgements to be made about whether you son or daughter is making inadequate, adequate, good or outstanding progress in relation to their peers in academy. This judgement will be related to their levels of need, **all learners in special academy's make less progress in many cases significantly less progress than national expectations for their age.**
- Health and social care colleagues may attend the annual meetings and their input and expectations form part of the planned programme of learning.
- **At the annual EHC review meeting a structured conversation allows** the plans for the year to be discussed, and **your views about academic, personal and social progress, knowledge, understanding and skills are discussed** and realistic expectations and any particular targets you want for the coming year can be agreed. The context for this discussion is always related to our knowledge based in experience, passed progress, the nature of and any changes in the learners condition or health. Home work may be focussed on personal, social health or academic needs as agreed.





**10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

**How we organise our academy to support learners**

- Access plan ensure we have assed our building to be accessible and have a clear plan for its improvement, it is revisited as new learners present new challenges to the academy and learning environment.
- Asset management plan ensure we have the equipment and rooms we need, where we don't we use this to argue for adaptions and equipment for learners if it's beyond our budget.
- Health and safety plans, to ensure our environment is a safe place to learn and belong to. IET equipment to support research and writing

**Early Intervention and the Education Health and Care Plan**

**11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.**



**We aspire to the ‘Early Support Approach’ and its 10 key principles, and expect this of the organisations we work with,**

- **We value uniqueness**, in every child and every family
- **We plan in partnership**, we use an integrated assessment approach with all learners and families including other agencies as appropriate and we track and review progress.
- **We believe in and use the key working approach**, we work holistically with other agencies and the family to deliver a person centred learning experience.
- **We see ourselves as a key service in the Birth to Adulthood journey**
- **We focus on Learning and Development**; we are achievement focused and closely monitor and promote the learners personal, social and health development, and their academic progress.
- **We believe in informed choice**, and we want information to be transparently available to allow children, young people and their families to know what their choices are and to respect them when they are made.
- **We want our academy population and their families to have ‘ordinary lives’**
- **We want and work for full participation of our children and young people**, we expect every one we work with to have this attitude.
- **We work together and expect to be challenged if we don’t**, and we challenge others who don’t work willingly or co-operatively with us.
- **We believe in continual development and challenge for workforce improvement**, and provide the resources for this.

To this end the governors expect the head teacher and staff to make all the necessary arrangements to support learners and their families, ensuring that other services attend reviews and are accountable for the provision of their agreed support.

**12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**



Specialist services which support the pupil

- LA services currently often sign posted
  - Ed Psych. ○ Social Care ○ Local LDG offers

**13. Academy arrangements for supporting pupils transferring between stages of education and preparing for independent living.**

- The academy works with the transitions service to ensure smooth transition to college, independent supported living or independent living as agreed with the young person and supported by their family.
- Where transfers into academy or from academy occur the academy will institute a programme of supported visits and exchanges of data and staff expertise to ensure a smooth transition to or from another special academy or mainstream setting.
- Where transfers from home to the academy a staged programme would be agreed with the parents, Local Authority and as necessary health and or social care. This would be in the form of part-time attendance as the transition is often worrying for both children and parents where SEND and or serious health issues are concerned.