

SEN Information Report **September 2018**

DECISIONS ABOUT WHETHER A STUDENT HAS SEN	
How does the academy know if my child needs extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> • Students with special educational needs are discussed as part of the transition process during liaison with feeder schools and are identified via the Common Transfer Form. • Students with SEN transferring via the Behaviour and Attendance Collaborative (BAC) are discussed in detail before placement and their needs matched to destination provision. Typically a SEN student remains the responsibility of their home school before referral and we work in partnership to meet the student's needs during placement. • The SENCO will liaise with the feeder school SENCO during transfer and at other key points, including Year 6 and 11 transition, as well as mid-year transfer via the BAC. • A referral pathway is in place at each academy for staff to raise concerns about student progress based upon the Assess, Plan, Do and Review graduated model in line with our SEN policy. • Each case is considered on individual merit. Social/emotional needs will be identified by the Head of Centres and respective Care Teams. • Should a parent/carer believe their child to have a special educational need, they can contact the SENCO directly (see email in contacts). Opportunities also exist for contact with staff at the regular meetings and progress reviews throughout the academic year. • Robust academic monitoring highlights underachievement and triggers a holistic approach to determine any student needs are supported.
How is the decision made about how much individual support my child will receive?	<ul style="list-style-type: none"> • The decision about individual support depends on the individual needs of the student. • More focussed intervention is determined by the SENCO, Head of Centre and teachers. • Parents/carers are informed by telephone or letter and invited to attend a meeting to discuss concerns. • External agencies such as Educational Psychologists, Health and Social Care may be involved depending on individual circumstances. • Heads of Centres will liaise with parents/carers and staff regarding additional teaching input/individual support.
SUPPORT FOR LEARNING AND WELL-BEING	
How does the academy support students with special educational needs?	<ul style="list-style-type: none"> • High quality, differentiated teaching is the first step in meeting the needs of all students. • All teachers teach students with SEN, every member of staff supports SEN. • Smaller teaching groups with high staff to student ratio. At least one Teacher and Teaching Assistant in each class. • Personalised curriculum with 1:1 teaching for the most in need. • Home tuition following a bespoke curriculum. • The Senior Leadership Team and Heads of Centre review progress after every data cycle. • The Senior Leadership Team and Middle Leaders attend a fortnightly student progress meeting where individual student performance, attendance and SEMH progress are scrutinised. • Lessons are regularly observed internally, and with external parties, to ensure needs are being met and quality first teaching is meeting individual needs. • Focussed learning walks are carried out on a calendared cycle and ad hoc when appropriate. • Staff are notified of changes and regularly updated with regard to SEN verbally and through the academy data system. • The academy will identify the most appropriate programme for the individual student following consultation with the parent/carer. • A team of Teaching Assistants and Care staff are employed to provide pastoral as well as academic support (very small group and 1:1 interventions). The team are trained to provide a range of support measures including; literacy and numeracy, counselling and support for transition to and from mainstream education, as well as between the individual academy sites. • The academies have employed a Psychological Welfare Lead/Assistant Psychologist to strategically lead the Social Emotional Mental Health provision across sites. The operational aspect of this role is a direct SEMH intervention. • The academy can provide a range of individual assessments such as Scotopic Sensitivity Screening and exam Access Arrangements. These are provided by an external agent whom is a qualified assessor. • The Academy Governor with responsibility for SEN is involved via the regular, termly meetings at the academy to hold the SENCO to account. • Timetables are adjusted to ensure students with mobility disabilities are taught downstairs at Park House.

<p>What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> • Teachers and Teaching Assistants are available as a first point of contact for all students. • The academies have employed a Psychological Welfare Lead/Assistant Psychologist to strategically lead the Social Emotional Mental Health provision across sites. The operational aspect of this role is direct SEMH intervention. • Heads of Centre support attendance, assemblies, academy and extra-curricular events as well as leading staff meetings and monitoring individual behaviour and well-being. • The academies employ an Attendance Improvement Officer to support families and students with all aspects of attendance and punctuality. The staff will liaise with teachers and Heads of Centre regarding attendance and potential safeguarding issues. The academy works closely with the Local Authority to monitor the attendance of Looked After Children. • The academies employ a Parental Support Advisor to liaise with parents/carers and families to provide support. • Mentoring and restorative systems are in place. • The academy manages the administration of prescription medicines and the designated office is staffed at all times • A team of First Aiders is deployed at various points across the academy and at least two per academy site. • The School Nurse holds a weekly drop-in clinic as well as taking weekly appointments • There is a well-established pastoral system in place for addressing behaviour concerns, avoiding exclusions and improving attendance using daily points. • The academy is proud of its behaviour and positive rewards system. • Student voice is taken into account via the Head of Centres as well as through regular questionnaires and surveys, including the use of school council in the student decision making process.
<p>PROGRESS, PLANNING AND KEEPING PARENTS INFORMED</p>	
<p>How will I know how well my child is doing?</p>	<ul style="list-style-type: none"> • In addition to regular reporting arrangements, parents are invited into academies for termly progress reviews to discuss individual progress or other times at their convenience. • The academy knows how well any individual student is doing through regular tracking and attainment data that informs teacher's planning. This cycle is on-going. • Information is shared with parents each term to enable them to understand what progress their child is making towards their individual target grades. • When concerns arise, home contact is made and parents are invited into the academy to discuss at a suitable time. • The Senior Leadership Team and Middle Leaders attend a fortnightly student progress meeting where individual student performance, attendance and SEMH progress are scrutinised.
<p>How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?</p>	<ul style="list-style-type: none"> • We encourage parents to get involved with all aspects of their child's education at the numerous events which take place at the academy throughout the year, including induction evenings, progress reviews, SEN annual review meetings and award ceremonies. • Students and parents/carers are welcome to discuss their concerns at any time. Please contact us of any concern, we want to help. • Student views are taken into account via the Heads of Centre, Teaching Assistants, Care Team, Annual Reviews, the mentoring programme, Parent Forum and the Student Council.

PROVISIONS, RESOURCES & SERVICES

<p>How is learning and development provision matched to individual student's needs?</p>	<ul style="list-style-type: none"> The academies aim to remove barriers and close gaps in learning which will result in accelerated progress through inclusive, differentiated quality first teaching. Intervention involves a variety of programmes based on individual need and current best practice. The Head of Centre, Exams Officer and the SENCO work closely to ensure provision is arranged for students entitled to access arrangements (for example; extra time in examinations, a reader and/or a scribe).
<p>How are the academy's resources allocated and matched to student's SEN?</p>	<ul style="list-style-type: none"> The academy's SEN budget is allocated by the Executive Principal, Executive Vice Principals and Regional Business Manager which is then matched to individual student need in co-ordination with the SENCO and Heads of Centres.
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ul style="list-style-type: none"> The academy has access to an external team of specialist staff to administer reading, spelling and mathematics testing. External Agents provide diagnostic testing, screening for Scotopic Sensitivity and a range of Access Arrangement assessments for exams. The academies are able to access support for learning from the Local Authority's Specialist Advisory Service, external bought in provision such as Educational Psychology Service. The academy accesses other specialist services including; health, therapy, SENDIASS and social care as required. The school nurse visits weekly. The Psychological Welfare Leader/Assistant Psychologist post is a job share with CAMHs. Staff are trained to employ Team Teach de-escalation strategies and techniques.
<p>How accessible is the school / academy environment?</p>	<ul style="list-style-type: none"> All buildings are fully wheelchair accessible and ground floor based with ramped access to facilities. Disabled changing, showering and toilet facilities are provided on all sites. For those parents whose first language is not English, the academy will attempt to employ the necessary translators through the Local Authority. Each academy website has a translate option to maximise inclusivity.
<p>How are students included in activities outside the classroom including trips?</p>	<ul style="list-style-type: none"> All SEN students are encouraged to access all academy activities including school trips. Parents are involved via letter/consent forms and by invitations to meetings. Staff regularly telephone parents at the end of day to notify parents of any pertinent issues.

STAFF TRAINING

<p>What training have the staff supporting students with SEN had, or what are they expected to have?</p>	<ul style="list-style-type: none"> Training has been undertaken in regard of Exam Access Arrangements, Student Engagement, Best Practice in supporting students with SEN, Literacy Strategies In The Classroom, Data Tracking, IRLen training, Support for (at risk) Dyslexic Learners, Positive Handling, Person Centred Planning and Restorative Practices. SEN training has been cascaded to all staff and updates are disseminated via internal CPD. Staff are regularly updated regarding the Code of Practice and local guidance. The SENCo is qualified with the National Award for SEN Co-ordination and a Master's Degree in Education. Succession is planned with one staff member currently undertaking the National Award for SEN Co-ordination to augment the work of the current SENCo.
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TRANSITIONS

How does the school prepare and support students to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?

- To help prepare students joining the academy the Head of Centre and Placement Officers liaise with the feeder school. Parents/Carers and student attend a pre-placement meeting within the academy.
- Academy staff attend reviews and multi-agency team meetings at feeder schools.
- In key transition years (Year 6 and Year 11) students attend a period of transition during the summer terms.
- Parents are welcome to tour the academy and meet with the SENCO and Head of Centre and other key staff prior to, during and following transition.
- All students receive support and guidance in readiness for the next stage in their education, including external impartial guidance.
- Students and parents are encouraged to attend a post-16 information meeting.
- Separate pathways are available for those students wishing to access work experience and those moving on to Higher Education.
- Academy staff liaise with Post 16 providers to enable a smooth transition and work with the careers service to support young people through their individual transition.

FURTHER INFORMATION

Who can parents contact for further information?

- Executive Vice Principal and SENCo – Mr D Mills (millsd@phoenixpark.academy)
- SEN Leader – Miss S Foster (fosters@phoenixpark.academy)
- Head of Centre – Mrs J Indian (Phoenix House 01472 351412), Mr P Burns (Park House 01472 323597) and Mrs J Smith (Sevenhills 01472 322079)
- Psychological Welfare Leader/Assistant Psychologist Miss L Forge (forge@phoenixpark.academy)
- Placement Officer – Donna Best (based at Sevenhills Academy) - 01472 322079
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) – 01472 355365