



GAET SEN information report

Great Academy Ashton

Date: January 2019

Policy

We support children with special educational needs in line with the Trust's Policy. The Trust's policy and this information report apply to children and young people who have SEN and those who are looked after by the local authority and also have SEN. We are an inclusive school, and as such, support the Local Authority's Local Offer for children and young people with SEN.

School contact details

Our SENCO is Mrs Kathleen Casey Kathleen.casey@gaa.org.uk 01612419555

1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

For KS2-3 admissions the SENCO and ASENCOs liaise with Primary SENCOs to ascertain SEND information. As part of the transition process SEND students are highlighted to the SENCO and follow up information is gathered.

All students are screened on entry and a decision is made regarding any SEND need. This includes students' non-routine admissions (mid-year). Any SEND student making a non-routine transfer will be part of our school's admissions process and SEND information will be gathered at the admissions' meeting and information sought from the child's previous school.

Parents/carers of pupils at GAA on the SEND register will be informed by letter and invited to a planning meeting. Parents will be involved in the Plan, Do, Review cycle. See Section 4 below. Information will be sent home after the meeting to outline decisions made as part of the planning.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Parents will be invited to termly meetings in school to discuss their child's progress, these will take the form of Parents' Evenings, AIG evenings and/or specific meetings with the SENCO/ASENCO.

All parents will be sent regular Data reports and there is an opportunity to discuss this report with their child's Head of Year. Parents of SEND pupils are invited to discuss with the SENCO/ASENCO their child's report should they wish.

5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is coming from or moving to. For pupils moving to another setting we will agree with parents/carers and pupils which information will be shared as part of this.

EHCP review meetings for students in Year 9 and 11 include a representative from Positive Steps (a service that focusses on next steps and careers progression). All Year 10 and 11 SEND students have Careers Interviews with Positive Steps as a priority.

There are guided choice interviews to support Year 9 students with their choices and the move to KS4.

For Year 11 SEND students, GAA have links with both Tameside and Oldham colleges and liaise with them regarding transition to KS5, offering additional visits and taster days as required.

All students have the opportunity to attend careers fairs and have college taster days.

6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We have a number of different interventions and these are under constant review to aim to meet the needs of our young people. Below is our Provision Map to show examples of interventions that we can offer:

Whole School Provision Map by SEN Category

| Area of Need | Wave 1 | Wave 2 | Wave 3/ DSEN |
|--------------|--------|--------|--------------|
|--------------|--------|--------|--------------|

| | | | |
|-----------------------------------|--|---|--|
| Cognition and Learning | <ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome Increased visual aids/modelling Visual timetables Use of writing frames and scaffolding Access to laptops/E pens Nurture sets Strategies for teachers on OPP | <ul style="list-style-type: none"> Corrective reading Exam arrangements Foundation learning /Step up 1:1 support in lessons Whole class/small group support in lessons | <ul style="list-style-type: none"> Intensive 1-1 literacy and numeracy support in E Block Additional phonics lessons- Read Write Inc. Paired reading, with adult guidance EP advice Lesson withdrawal in E Block 1:1 on exam techniques |
| Communication and Interaction | <ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome Simplified language Visual aids/modelling Use of symbols when necessary Structured school routines Strategies for teachers on OPP Whole school literacy focus | <ul style="list-style-type: none"> In class support LSA/ EAL teacher to understand language Additional use of Laptops and language software EAL interventions Safe environment for social times in E Block Exam arrangements | <ul style="list-style-type: none"> SALT interventions/suggestions from specialist team Use of radio aid Visual organiser/journal Use of appropriate ICT resources Advice and 1:1 work from CLASS team Social group for ASD Lesson withdrawal in E Block- Go Nimbl device |
| Emotional, Behavioural and Social | <ul style="list-style-type: none"> Whole school behaviour policy Whole school/ class rules Class reward/sanctions systems Strategies for teachers on OPP TLAC trained staff Form time activities on SMEH SDQ assessments | <ul style="list-style-type: none"> Small group work Class/group reward system Support for unstructured times (E Block) New Beginnings group Exam arrangements Peer mediation | <ul style="list-style-type: none"> 1-1 mentoring sessions School Counsellor Individual rewards system Therapeutic sessions Anger management sessions Social skills interventions Emotional literacy interventions Jamie's Farm Individualised alternatives to sanctions Lesson withdrawal in E Block- GoNimbl device AP for KS3 and KS4 KS3 Alternative Provision Group Ree-Balance |
| Sensory and Physical | <ul style="list-style-type: none"> Flexible teaching arrangements Adjustable tables Medical support Whole school training Disabled toilets across the school Lift pass Early lunch pass/leaving lesson pass Strategies for teachers on OPP | <ul style="list-style-type: none"> Additional handwriting practice Access to specialised equipment such as pen/pencil grips, special pens Access to fidget resources such as visual timers, tangles, cubes Exam arrangements Enlarged resources/ use of radio Specialised stools/cushions | <ul style="list-style-type: none"> Individual support during PE lessons- specialised PE equipment Access to specialised ICT resources Specialist advice from VI/HI team Modified curriculum materials from VI team Lesson withdrawal in E Block Specialised OT programmes |

7 Adaptations to the curriculum and learning environment

Our approach to adapting the curriculum and the learning environment is described in our accessibility plan. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, reading pens
- Flexible lesson timings pass for students with physical needs or students with ASD
- Seating plans take into account students' physical and environmental needs.
- Lift and toilet passes
- Time Out cards for students with SEMH needs
- Access to E Block during social times (there are resources to aid stress such as chalk board and emotional literacy cushions)

8 Additional support for learning

We have 14 teaching assistants/teachers who are trained to deliver interventions such as Foundation Learning, Corrective Reading, Read Write Inc. Phonics, Exam stress support, OT therapy, mentoring, handwriting support, Organisational support, Anger management, New Beginnings, Ree-Balance, ASD Social groups.

We have EAL interventions to support with young people where English is an additional language. This is not part of our SEND offer- but students with EAL and SEND are able access these interventions should it be necessary.

We work with a number of agencies including the following to provide support for pupils with SEN:

Lightbulb Educational Psychology- the EP service works directly with the child, they may complete assessments, school may consult with the service for advice, they may observe the child in lessons and offer advice and suggestions to school. The EP service may attend other meetings such as CAFs, reviews etc.

Oldham Educational Psychology- a similar Educational Psychology service to above.

QUEST- a specialist teacher service based in Oldham. We will use the service to ask advice or for assessments for specific learning difficulty queries. This could be assessments with the child or advice for quality first teaching strategies.

Healthy Young Minds – this is a service we can refer to or families may already have been referred to. We will seek advice from the professionals at HYM to ensure that SEMH needs are being met in school.

Pupil Support Services – this is a Tameside based service and GAA can refer for support from this service for children that may need to access the ASD or ADHD pathway. CLASS are part of this service and they will continue to support ASD children in school post diagnosis. The Pupil Support Service team may come in to GAA to observe a child in lessons or may meet with professionals in school to offer advice and suggestions.

Occupational Therapy and Physiotherapy services. We will access these services for students with additional physical needs. The service may attend review meetings, will

offer training, advice and support for staff. They may deliver bespoke therapy sessions.

Tameside Visual Impaired Team – this service will come into school to check equipment, offer advice to staff, lead and plan training sessions, work on 1:1 with a child with a visual impairment, modify resources when required and offer quality first teaching strategies.

Tameside Hearing Impaired Team as above but working 1:1 with a child with a hearing impairment.

Off the Record - this is a counselling service that GAA use and all children have equal access to this service.

Early Help - this is a service that be accessed by any child that may need additional support in the family home. This service is accessible to all.

9 Expertise and training of staff

Our SENCO has 9 years' experience in this role and has worked previously as a Head of English and leader for whole school Literacy.

She is allocated 8 hours a week to manage SEN provision.

Our KS3 ASENCO has 9 years' experience working in this role and our KS4 ASENCO has 2 years' experience in this role. All three members of the team have the SENCo National Award qualification.

Our KS3 ASENCO is qualified to screen for Irlen Syndrome and is qualified in Examinations Testing.

They are each allocated 7 hours a week to manage SEN provision.

We have currently a team of 6 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in ADHD strategies, delivering support to low literacy learners, delivering support to low numeracy learners, applying for exam arrangements, how to invigilate, Using Blooms in the classroom, Differentiation, Using Social Stories.

10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires and pupil voice activities
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Listening to parental voice through the review meeting process
- Analysing pupil data (academic, behaviour, attendance)
- Listening to staff feedback

- Evaluating the findings of quality assurance for Quality First Teaching (Wave 1 and some Wave 2 interventions)

11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc.
- Bespoke interventions such as New Beginnings, Student Coaching, KS3 Alternative Provision
- Access to E Block during social times and during school day (where flexible timing passes are used)
- The application of the School's behaviour system takes into account individual students' SEND needs

We have a zero tolerance approach to bullying, further detail can be found in the Trust's anti-bullying policy.

13 Complaints about SEN provision

Complaints about SEN provision in our school should be made in line with the Trust's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14 Contact details of support services for parents/carers of pupils with SEN

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offer impartial, confidential and free support. They can be contacted on: 0161 342 3383 with information provided at: <http://www.tameside.gov.uk/sendias>

15 Contact details for school

In school your child's class/form teacher is your first point of contact

You can also contact the SENCO- Mrs Kathleen Casey Kathleen.casey@gaa.org.uk
01612419555

Assistant SENCO Mrs Patricia Farrell patricia.farrell@gaa.org.uk

Assistant SENCO Ms Kimberley Heavey Kimberley.heavey@gaa.org.uk

Inclusion Leader Mrs Nicola Kennerley Nicola.kennerley@gaa.org.uk

Assistant Principal Safeguarding Mrs Rachel Gill Rachel.gill@gaa.org.uk

16 The local authority local offer

Our local authority's local offer is published here:

<https://www.tameside.gov.uk/localoffer>