



Whitburn Church of England Academy

SEN Information Report

Introduction

Hopefully you will find all the information you need about what we offer students with SEN in this report. However, should you not find the information you require than please contact our Special Educational Needs Coordinator (SENCO) Mrs C Avary, via the Main Academy Office, Telephone number 0191 5293712.

At Whitburn Church of England Academy we recognise all students are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies to provide a positive educational experience for all our students, including those with a special educational need or disability.

Our academy recognises there are particular groups of students whose circumstances require additional consideration by those who work with them to support their SEN or disability.

At Whitburn Church of England Academy, we have a Designated LAC Safeguarding Lead, who in our case is also the Assistant Head Teacher Pastoral (Mrs D A Tenny), who is here to ensure all teachers in school understand the implications for those children who are 'looked after'.

At Whitburn Church of England Academy we ensure all students, regardless of their specific needs, make the best possible progress.

It is accepted that parents/carers need to feel confident that schools have systems in place which make each and every one of their students. Parents/carers want to be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents/carers want to be fully involved and need to trust the school to respond to any need as quickly as possible.

By law, the Local Authority has to publish the arrangements for SEN, and further details are in the Local Authority Local Offer.

Local Offer

South Tyneside Local Authority are required to provide a 'Local Offer' to parents/carers summarising the provision available to students with SEN and /or disability in the Local Authority.

Parents/carers can access South Tyneside's Local Offer by clicking the link below:

[Home - SEND Local Offer \(southtyneside.gov.uk\)](https://www.southtyneside.gov.uk)

Parents/Carers can access Sunderland's Local Offer by clicking the link below:

[Local Offer | Sunderland Information Point](#)

When a child has SEN and/or a disability, the responsible body is required to fulfil the following duties. (Children and Families Bill 2013):

Schools and Directors must ensure

- They make strenuous efforts to make sure the necessary provision is put in place for any student who has SEN.
- When the Principal or a nominated Governor has been told by the Local Authority that a student has SEN, those needs are made known to everyone who is likely to teach or support that student.
- Teachers are aware of the importance of identifying and providing for any students who have SEN.
- When a student with SEN and/or a disability joins in the activities of the school together with other students, so far as is reasonably practical and, at the same time, allows the student to receive the special educational provision that their individual needs call for and there is efficient use of resources.
- They report to parents/carers on how the school's policy for students with SEND operates.
- When the school identifies there is a need for additional training for staff, attempts will be made to put this in place.
- The school will follow the guidance in the Code of Practice when carrying out its duties towards students with SEN.
- The school will make sure that parents/carers are informed of a decision by the school that SEN provision is being made for their child and, where appropriate, the student is involved in discussions about what is being put in place.

Schools must

- Be aware that students with SEN will need additional support as they move between phases and prepare to be independent adults.
- Identify students who have SEN and make sure that they are provided for in line with the Code of Practice.
- Appoint a SENCO who is a qualified teacher. In addition, anyone appointed to the role after 2009 must also hold or gain the Master's-level NASENCO (National Award for Special Educational Needs Coordination) within 3 years of taking up the post.
- Invest in whole school training and targeted training for staff.
- Make sure that inclusive teaching and support is genuinely embedded in the school and that all teachers understand that they are all "Teachers of students with SEN".
- Provide information on school arrangements for supporting students with SEN to parents/carers and Directors.
- Consider what may be needed for future students with a disability.

Directors must

- Appoint a SEN Governor who will oversee the arrangements for SEN in the school.
- Know how many students in the school have SEN. As of 7th November, 2022, there are 133 students with Special Education Needs.
- Know how much funding the school receives for SEN from the local Authority and make sure that budget arrangements are in place to let the school fulfil the duties to provide for the students who have SEN.
- Review and approve the SEND Policy.
- Monitor the expenditure on SEN.
- Monitor the progress of students with SEN and make sure the provisions written in Statements and Education Health Care Plans are made.
- Make sure that SEN provision is part of the Academy Development Plan.
- Publish on the school website the SEND Policy and a description of the arrangements and provisions made in school for students with SEN and Disabilities.

Note

Parents/carers can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability. In South Tyneside, this service is provided by South Tyneside Special Educational Needs & Disabilities Information, Advice and Support Service (SENDIASS).

Contact details for students living in South Tyneside:

Phone - 0191 4246345

Email - gillian.harte@southtyneside.gov.uk

Contact details for students living in Sunderland, contact Sunderland Carers Centre
Sunderland SEND Information, Advice and Support (IASS)

[Sunderland SEND Information, Advice and Support | Sunderland Information Point](#)

Phone - 0191 537 5764

Identifying SEN

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need or disability. Staff use academic progress data, outside agency reports and knowledge of students to identify such students, and if they have a concern that a young person may be experiencing a special educational need, they will raise their concern with the SENCO. The SENCO or Assistant SENCO will then investigate further by liaising with parents/carers, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to an outside service (such as an educational psychologist or sensory service) if appropriate. Once this information has been gathered, if a special educational need is suspected or identified, a meeting will be arranged with parents/ carers and the young person, to discuss the student's needs and subsequent actions.

Students transitioning to Whitburn Church of England Academy who have already been identified as having a special educational need, will have information passed on by their previous school. Such students may or may not be placed on the SEND register, depending on the information we receive, but will be monitored and tracked in terms of their progress and supported as appropriate. If a parent suspects their child has a special educational need, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The SEN Code of Practice (2014) states children have a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20, Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Whitburn Church of England Academy will have due regard for the **SEND Code of Practice 0-25 Years (January 2015)** when carrying out its duties towards all students with SEN and ensure that parents/carers are notified when SEN provision is being made for their child.

Students with SEND will be placed on the academy's 'SEND Register', which is accessible to all staff in school.

Summary of Provision made by Schools

<p>1. All children and young people</p>	<ul style="list-style-type: none"> • Trained SENCo with QTS who has a direct link to the Senior Management Team. • SEND Policy, with provision and practice in place. • Accessibility Plan in line with Equality Act 2010. • Information on Inclusion and SEN provided to <u>all</u> parents/carers. • SEN Governor. • Academy Development Plan that outlines SEN developments. • Inclusive ethos and curriculum. • Range of teaching strategies and learning opportunities. • Range of ICT equipment. • Target setting and tracking process.
<p>2. Children and young people with additional needs (SEN.) 3. K- School Support</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances. • Additional and different provision such as individualised or small group planning. • Increased use of ICT resources. • Staff collaboration with specialists within the school and with outside agencies. • More detailed planning incorporating specialist information. • Individualised programmes in more than one foundation curricular area. • Increased classroom and small group support. • Environmental adaptations. • Key Worker from the SEND Team.
<p>4. Statutory provision as specified in a Statement of SEN or an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Very detailed planning and tracking. • Individualised programmes in several areas of the curriculum. • Arranging the provision specified in Part 3 of a Statement of SEN or EHC Plan. • Arranging the annual review of an EHC Plan and submitting recommendations to the LA.

Academy Information Report for children with Special Educational Needs (SEN)

We are a fully inclusive school which ensures all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEN, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this, as these are continually reviewed and developed and then used to modify our provision to meet the changing requirements for individual students.

Definition of SEN

A child has SEN when they have either a learning difficulty or disability and they need special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

(SEND, Code of Practice 0-25 Years, January 2015)

Children identified as having SEN at Whitburn Church of England Academy make good progress and achieve at least in line with other schools nationally and many above. Other useful documents such as our SEND policy are available on the school website. If you would like further information about what we offer here at Whitburn Church of England Academy then please do not hesitate to contact us directly.

Supporting Students with Special Educational Needs and / or Disabilities and their Families

Children are identified as having special educational needs when their progress has slowed or stopped and the interventions put in place have not resulted in improvements. We will let families know about any concerns about a student's learning by contacting the parent via the **SENCo (Mrs Avary)** or one of the Pastoral Year Leads or Progress Leads:

Pastoral Lead

- | | |
|----------------|----------------------|
| • Year 7 | Mrs Coyne |
| • Year 8 | Mrs Fielding |
| • Year 9 | Miss George |
| • Year 10 | Miss Elleithy |
| • Year 11 | Miss O'Neill |
| • Year 12 & 13 | Miss Manning |

Progress Lead

- | | |
|--------------|--------------------------|
| • Keystage 3 | Mrs Owen |
| • Keystage 4 | Mrs Latimer-Mills |
| • Keystage 5 | Ms K Dickenson |

This will be in the form of a phone call, which would be to invite parents/carers in for a meeting to discuss the progress of the student and the steps that could be taken to support the child if there was a concern around the lack of progress.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and grades are recorded and reported to parents at least once per term. At a whole school level, aspirational targets are set for all students including those with SEN and disability. Staff are responsible for setting each student achievable yet challenging targets within lessons and having high expectations of progress. Pastoral Year Leads, Progress Leads, Heads of Departments, Form Tutors and the SENCO regularly monitor the progress of students and if someone is not making the expected levels of progress then intervention is put in place.

Special Educational provision means

Special Educational Provision is defined as any education or training provision, which is additional to or different from, that generally made for others of the same age in mainstream schools or post 16 provision

When a student is identified as having special educational needs, we support their development and progress in a number of ways:

The role of the subject teacher

- i) All teachers will recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the curriculum.
- ii) Teachers must ensure that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.
- iii) All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.
- iv) Subject teachers know who needs SEN Support and can access the outcomes of Progress Reviews, AAPs (Attendance Action Plans) and RAP (Raising Attainment Programme) meetings.
- v) Teachers need to input evidence of student progress towards targets set prior to Progress review meetings. This evidence is collated and summarised and forms an important part of the review process and future target setting.
- vi) All teachers are teachers of children with Special Educational Needs.

The role of Heads of Subject

- i) It is the responsibility of each Head of Subject to ensure that all students have access to the curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.
- ii) Teachers will recognise the wide range of student abilities and planning should reflect awareness of the need to provide appropriate work. Each department will provide differentiated work for the full range of ability.
- iii) Teachers will be aware of the importance of identifying students who have special educational needs and referring them to the SENCO.
- iv) Time will be allocated during subject development meetings so that SEN is a standing item.
- v) All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.
- vi) The monitoring of progress of SEN students is the responsibility of all of the teachers of these students.
- viii) Where support staff are involved, they are expected to contribute to the monitoring process.

- ix) Progress Review Meetings, AAPs and RAPs provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

The role of SEN Support Assistants (SSAs) and Inclusion Support Assistants (ISAs)

- i) SSA and ISA support in class is allocated on the basis of student need and entitlement.
- ii) Priority is given to providing support for students with an EHCP. For most students, the need for support is greatest in core subjects and those subjects with high language content.
- iii) The primary role of SSAs and ISAs is to enable access to the curriculum, facilitate independent learning, and promote inclusion.
- iv) SSAs and ISAs can perform a wide range of duties within the classroom.
- v) SSA's perform intervention work with small groups and individual students outside of the classroom, as directed by the SENCO.
- vi) SSA's are responsible for a caseload of students for whom they are 'Key Worker'. The Key Worker is a day to day point of contact for the student and their parents or guardians.
- vi) Teachers should maximise the effectiveness of SSA and ISA support within lessons by:
 - Noting the role of the SSA or ISA in their planning
 - Providing the SSA or ISA with schemes of work and lesson plans
 - Discussing lessons and students' individual learning needs
 - Communicating with the SSA or ISA through meetings or by e-mail.

We will work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition.

Transition from/to other schools and colleges

Transition from Primary School to Secondary school: Whitburn Church of England Academy promotes links with their partner primaries to ensure early identification of students who will be moving to our academy. We encourage this link to start from as early as Year 5 depending on the level of need and current SEND support required. Parents/carers can contact Mrs Avary, SENCO to discuss further, via the Main Academy Office (Tel: 0191 5293712).

When students with SEN are transferring to or from other educational establishments in Years 7-11, the Pastoral Year Lead and SENCO will liaise with all parties concerned to ensure that the transfer is for the benefit of the student and disruption to the student's education is kept to a minimum. An early review of progress is arranged and parents/carers are invited to join the review.

KS3 – KS4: Options time can be difficult, especially for students who have a SEND. Parents are welcome to contact the school to discuss the options booklet and a parent/carer information evening will be available to allow any concerns or queries to be discussed.

KS4 – KS5: Choosing Post-16 options can be difficult, especially when a student does not have a clear career path in mind. All students get a 1-to-1 careers meeting with Mr Moore, Careers Lead during Year 11 and additional meetings can be arranged with parents or carers if required. The Sixth Form application deadline is in late-January and students will then be invited to a 'Guidance Meeting' where option choices can be discussed. This is a good opportunity to discuss any additional needs an applicant might have be they medical or relating to learning. Where a student has an EHC Plan the SENCO will be invited to join the Guidance Meeting. We appreciate the Open Evening might be a difficult experience for some applicants depending on the nature of their needs, so we are happy to arrange personalised tours.

Students applying from other schools: The application form includes a space to indicate any additional needs and these will be discussed further at the Guidance Meeting. Once students enrol in Sixth Form, an electronic data file is requested from the applicant's previous school which includes details of any identified needs. We will liaise with the previous school where appropriate. We appreciate the Open Evening might be a difficult experience for some applicants depending on the nature of their needs, so we are happy to arrange personalised tours.

Assuming the applicant has met all of the entry criteria and successfully enrolled in Sixth Form, the majority of learning needs will be met within the classroom by qualified teachers using quality-first teaching. Additional learning needs will be supported on a case-by-case basis depending on need. Pastoral Lead Miss Manning, Progress Lead Ms Dickenson and Head of Sixth Form Mr Craggs will liaise with the SENCO to ensure support is coordinated to meet the needs.

We provide the following support to students when they are leaving the school

During SEN reviews from Y9 upwards, our Careers Advisor attends and is able to provide considered advice for the young person and the families. The close links with local colleges allows for movement, with support from Connexions when needed, to other educational providers post 16. Where a student is requiring a more specialised or personalised setting for their learning, movement to a local special school is possible through the statutory assessment route.

The SENCo will work with parents, outside agencies, the Local Authorities and the Special School to ensure that the correct setting is found and that the transition is smooth.

Staff Training

All staff have completed, and will continue to receive, ongoing training in relation to meeting student's needs within the classroom, including special educational needs and disabilities. Our fully qualified and trained Special Educational Needs Coordinator provides advice and guidance to staff.

The SENCo

- Email updates, to the staff at the academy about any policy change, student needs, support strategies, training opportunities and information from parents/carers.
- Provides training, advice and guidance to staff, invites external providers into school to provide specialist training to staff, to meet the needs of learners.
- Meets with the staff working with particular students if there are specific plans in place.
- Meets daily with the Assistant SENCo (Mrs Barker) and SEN SSAs to ensure that there are clear lines of communication and that the needs of individuals are met.
- Meets weekly with the SEN Team to review the effectiveness of student support strategies and deployment of staff, interventions and to disseminate training.
- Meets fortnightly with Pastoral Year Leaders to discuss any concerns and progress of students with SEND.
- Invites staff to SEN reviews, if appropriate, and feeds information back to staff via email, Progress Review records, RAP reviews or in meetings.

Supporting Families

Support is offered to families and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as Parent Partnership). Miss Kassapian, Excellence and Inclusion Manager, can be contacted for further information. The school works in partnership with families to help them support their children's learning outside of school.

Equality

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation in September 2014.)

Whitburn Church of England Academy is an inclusive school and actively seeks to promote the inclusion of students with SEND and disabilities. We use our best endeavours to ensure that all students with SEND and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND and disabled students to enable them to participate in all school trips and other out of class activities. This includes wheelchair access, use of lifts and disabled toilets. Further details are available in our accessibility plan.

Students with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following clubs: lunchtime clubs, homework club, subject based extracurricular clubs, sports clubs, and live performance events. Students with SEN have also participated in student panels when interviewing new members of staff, Year 6 transition support and in many school productions.

Whitburn Church of England Academy has improved access for children and young people with a disability in our school, through the development of provisions and services and by improving access to the curriculum and the physical environment in school.

Despite our modern facilities, improving access to the curriculum and physical environment for children and young people with a disability is a continuous process.

The school building has 2 lifts so that all students, no matter what level of mobility, can move around the college freely. When organising the layout of the building, special attention was paid to the width of the corridors to allow students to move about in a comfortable and spacious manner.

Applying for a place at Whitburn Church of England Academy

Full details of admission arrangements can be found in the Parents Information booklet produced by South Tyneside Council for Year 6 to 7 admissions. Our admissions policy is also available on our website.

We are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities. We would ask parents/ carers to discuss the identified needs with the school prior to starting, so that appropriate intervention and support can be planned and implemented. Advice from outside agencies may be requested to ensure the school can meet needs appropriately.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete your home local authority's application form for Year 6 to 7 admissions. A South Tyneside application form must be completed for in-year casual transfers. You will continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

SEN Provision (as of 25 th September 2023)	Number of students
SEN Provision - Education, health and care plan (code E)	12
SEN Provision - SEN support (code K)	141
Total number of students with SEN (code E, & K)	153

Table to show the distribution of students with SEN by year group (as of 25 September 2023):

	School Support (K)	Statements or EHC Plans
Year 7	27	1
Year 8	28	3
Year 9	22	2
Year 10	29	1
Year 11	23	5
Year 12	6	0
Year 13	6	0

Further Information

Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon students with special educational needs or disabilities. Other useful documents such as our SEND Policy are also available on the school website. This is updated annually and is on the academy website.

The school's self-evaluation process will look at teaching and learning for students with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of the students with special educational needs and disabilities.

If you would like further information about what we offer here at Whitburn C of E Academy, contact the SENCo, Mrs Avary, directly on: 0191 529 3712

Whitburn C of E Academy entitlement offer to students with additional needs	
Type of SEN for which provision is made at the academy	Type of support
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Condition • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • Use of child friendly student profiles and needs-based plans. We will involve students, parents, carers and staff in the development, review and delivery of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Access to strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of students. • Planning, assessment and review. • Access to teaching and learning for students with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all students. • All extra-curricular activities are evaluated in terms of their positive impact upon the learning success and inclusion of students with SEN. • Support staff are placed where needed throughout the school to ensure student progress, independence and value for money. • Fully qualified/trained SENCo who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing

	<p>training in relation to meeting students’ needs within the classroom.</p> <ul style="list-style-type: none"> • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties • Specific Learning Difficulties 	<ul style="list-style-type: none"> • Use of child friendly student profiles and needs-based plans. We will involve students, parents, carers and staff in the development, review and delivery of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for students with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all students. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of students with SEN. • Support staff are placed where needed throughout the school to ensure student progress, independence and value for money. • Fully qualified/trained SENCo who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting students’ needs within the classroom. • Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon students’ with SEN. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none"> • Behavioural needs • Social interaction needs • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all students. • Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices. • The school’s behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities. • The school provides effective pastoral care for all students. • Support staff are placed where needed throughout the school to ensure student progress, independence and value for money. • Support and advice is sought from outside agencies to ensure

	<p>any barriers to success are fully identified and responded to.</p> <ul style="list-style-type: none"> • Small group targeted programmes are delivered to students to improve social skills and emotional resilience. • Outdoor and vocational learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times to support vulnerable students. • There are discussion groups at lunch times to support vulnerable students. • Information and support is available within school for behavioural, emotional and social needs. <p>We have access to the LA behaviour provision; ‘The Beacon Centre’ where KS3 and KS4 students can be referred for therapeutic intervention</p> <ul style="list-style-type: none"> • Access to the School Nurse, Educational Practitioners, the Educational Psychologist, the Emotional Resilience Team and staff linked to CYPS. <p>Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Advice and guidance from the Local Authority’s Sensory Service team is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure student progress, independence and value for money. • Advice and guidance is sought and acted upon to respond to students who have significant medical needs. • Access to Medical Interventions. • Access to support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the managing medication policy. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of students. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • The academy building is fully DDA compliant • The academy has lifts and disabled toilets/facilities.

It is intended that this SEN information report will form the framework for special needs provision within the academy and that it will continue to be a practical working document.

If you have any concerns about your child’s learning, please contact his/her Pastoral Year Lead and/or the Special Educational Needs Coordinator (Mrs Avary, via the main academy office, Tel: 0191 5293712).

- Any parent who is unhappy with the SEN provision in school should first discuss their concerns with their child's Pastoral Year Lead.
- If parents / carers remain concerned, further discussion should take place with the SENCo and Pastoral Year Lead.

There is also formal complaints procedure outlined on our website.

SEN Information Report		
Linked to:		
Special Educational Needs and Disability Policy		
Creation Date	Version	Status
1 st December 2015	1.0	Approved by the Governing Body
Revision Date		
11 th October 2016	2.0	Approved by the Governing Body
3 rd October 2017	3.0	Approved by the Governing Body
2 nd October 2018	4.0	Approved by the Governing Body
8 th October 2019	5.0	Approved by the Governing Body
10 th November 2020	6.0	Approved by the Governing Body
17 th November 2021	7.0	Approved by the Governing Body
15 th November 2022	8.0	Approved by the Governing Body
21 st November 2023	9.0	Approved by the Governing Body