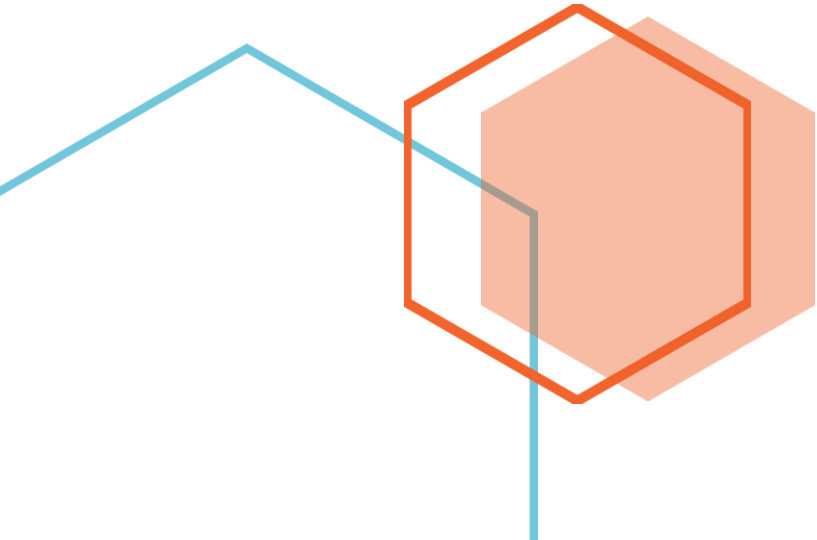




SEND and Inclusion

University Academy Long Sutton

SEN Information Report



UNIVERSITY ACADEMY
LONG SUTTON



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

1. Aims

Our SEN Information Report aims to:

Set out how our school will support and make provision for pupils with special educational needs and/or disability (SEND).

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The University Academy Long Sutton is committed to providing an appropriate and high quality education to children living in the local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life.

Our aim is to improve the learning and raise the achievements of pupils with special educational needs. University Academy Long Sutton seeks to develop an inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We regard every pupil as having individual needs. Each pupil will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each pupil feels equally valued within the Academy community. Every pupil has the right to a broad, balanced and differentiated curriculum and a right to genuine access to the whole curriculum. Having gained access to the curriculum, every pupil has the right to expect to make progress within it, according to their particular abilities.

2. Legislation and guidance

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Bernardine Harrison

They will:

- Work with the Principal and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

4.5 Teaching Assistants will:

- Support pupils to access the curriculum
- Empower pupils to develop effective strategies that enable them to become independent learners
- Support the implementation of differentiation and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lessons
- Record support given in class or via interventions to inform the graduated approach (Assess, Plan, Do, Review)

5. SEN information report

5.1 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

A child has SEND if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making high quality teaching normally available to the whole class is likely to mean that

fewer pupils will require such support.

Parents of children with SEN support or an EHCP will have an Annual Review of their progress and wellbeing in school. This is based on a Person-Centered approach which will seek the views of the child/young person.

SEN Reviews will also be held at least annually during each academic year but may be held within a teacher review of progress meeting. This may be in addition to other parent, teacher consultations. The objectives from the EHCP will be supported in school as agreed with the parents and child.

In general, the following are **NOT SEN**, but may impact on progress and attainment:

- Disability (responsibility on a school to provide 'reasonable adjustments'), but this alone does not constitute SEN.
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of Pupil Premium (which includes Looked After Children and those of serviceman/woman).
- Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not be automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child is SEN and **should not automatically** lead to a pupil being recorded as having SEN (section 6.23 SEN CoP update January 2015).

5.2 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. 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.

At Key Stage 3 and 4 the assessments and information available are:

- Key Stage 2 test data.
- Cognitive Ability Tests (CATs)
- Progress Checks to show their current performance
- End of topic/term/year tests where applicable.
- Specific diagnostic tests as relevant to the particular need of the pupil.

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

5.3 Consulting and involving pupils and parents

The SENCO will have an early discussion with the pupil and their parents 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
- The SENCO takes into account the parents' 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.

The SENCO will formally notify parents when it is decided that a pupil will receive SEN support.

The SENCO or member of SLT with responsibility for Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be shared with you in person or via a written report. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be notified when new support measures are implemented and invited to discuss these with the SENCO.

The SENCO will regularly update parents on many aspects of their child's progress in school through:

- Parents evenings
- Email/phone calls
- Progress Check Reports
- SEND/EHCP Reviews
- Multi-disciplinary meetings

Homework will be differentiated to your child's individual needs, as required.

Keep us informed about effective strategies that support your child in the home. This can support the Academy to help the pupil transfer appropriate effective strategies into the classroom.

In addition: If your child is undergoing Statutory Assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

5.4 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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- 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.

5.5 Criteria for exiting the SEND Register

Pupils on the SEND Register will be monitored for progress. If they make adequate progress or their additional needs are being met via quality first teacher and/or reasonable adjustments within the classroom they will 'exit' the register. Exiting the register should be seen as a success to the child/young person's commitment to their education and the adults involved.

5.6 Supporting pupils moving between phases and preparing for adulthood

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

The SENCO and Y7 Transitions Lead visit all the SENCOs from the partner primary schools annually in the spring to summer term to discuss the upcoming Year 7 pupils with SEN in depth. A summary of predicted end of Key Stage 2 expectations for pupils with SEN is compiled and made available to teaching and support staff for the start of the autumn term intake. Additionally, the SENCO

and/or Y7 Transitions Lead aim to attend all Year 6 Annual reviews at local primary schools, if invited, to determine needs and look at supporting these needs.

5.7 Our approach and adaptations to teaching pupils with SEN

“Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff” (SEN Code of Practice 2014).

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, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning and expertise/training of staff

At UALS we have subject-based Teaching Assistants (TAs) which allows them to become specialists within a subject area and gives pupils to the opportunity to work with a number of different adults.

Our team of teaching assistants are trained to deliver more specialist SEN provision including: In the last academic year, staff have been trained in:

- Precision teaching
- Lego therapy
- ELSA
- Sensory Circuits
- Counselling

5.9 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 a cycle of intervention is complete
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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 any residential trip(s) that are organised

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.

All pupils are encouraged to participate in work experience (Y10)

In addition to developments in the physical environment within the school grounds, we can provide the following dependent on the level of need:

- Tailored equipment to support pupils with Occupational Therapist diagnosed needs, e.g. footstools for leg support.
- Specialised seating for muscle support, via Occupational Therapist.
- Stationery for pupils with hypermobility
- Tablets for pupils where necessary
- Visual prompts, visual timetables
- Colour coded timetables.
- Coloured overlays and other support.

5.11 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 junior school council
- Pupils with SEN are also encouraged to use the Lincoln Room to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.

5.12 Working with other agencies

These will be consulted when a pupil continues to make less than expected progress or there are other significant concerns and is usually through an Early Help Assessment (EHA) format. Parents will always be involved at this stage. The Local Offer can also be referred to for details of support available from different services in the area.

5.13 Contact details for raising concerns

Sometimes, despite our best endeavors there may be times when parents are not happy with the provision we offer. We would ask that parents/carers who have concerns contact the SEND

Department directly to have their concerns listened to, recorded and addressed. The SEND team can also contact other staff, acting on your behalf to resolve any concerns. They will always be able to refer the concern to the relevant tutor or Learning Coordinator if they cannot resolve it directly.

Telephone: 01406 362120 Email: enquiries@uals.org.uk

If you feel you wish to pursue a matter of concern further this can be addressed in writing to the Principal, Liam Davé, or CEO, Andy Breckon. The school Complaints Policy can be accessed via the Academy website.

5.14 The local authority local offer

The Local Offer is available as a link to your Local Authority website where you can see details of what is available in the area you live in for your child. It will include information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.

Our local authority's local offer is published here: <https://www.lincolnshire.gov.uk/send-local-offer>

5.15 Links with other policies and documents

This Report links to the following Academy policies available at: <https://uals.org.uk/Policies/>

- Accessibility Plan
- Behaviour and Anti-Bullying
- Safeguarding and Child Protection
- SEND and Inclusion
- Supporting pupils with medical conditions

6. Monitoring arrangements

This Information Report will be reviewed by Bernardine Harrison every two years. It will also be updated if any changes to the information are made during the year.