



SEND information report

1. Special Educational Needs provision

- 1.1. Academies in the Creative Education Trust do not seek to define closely the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:
 - Dyslexia
 - Moderate Learning Difficulties
 - Autistic Spectrum Disorders
 - Dyspraxia
 - Visual Impairment

- 1.2. In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. It would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

- 1.3. This report sets out:
 - our school's policies for identifying children and young people with SEND and assessing their needs
 - Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes
 - Our approach to teaching children and young people with SEND
 - How adaptations are made to the curriculum and learning environment of children and young people with SEND
 - How our school evaluates the effectiveness of its provision for children and young people with SEND.



- 1.4. In agreeing our staged arrangements, the school has taken into account the following statements and definitions:
- 1.5. *'Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.'*
'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006)
- 1.6. *'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.'*
SEN Code of Practice (2014: Para 1.24)
- 1.7. *'This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.'*
"Achievement for All" (National Strategies: 2009)
- 1.8. *'Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.'*
Ofsted SEN Review 2010
- 1.9. *'Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level' (p68)*
SEN Code of Practice 2014

The Graduated Approach

- 2. STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map**
- 2.1. All learners will have access to quality first teaching.
- 2.2. Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to



pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

- 2.3. All vulnerable learners, including those who are looked after children (LAC), with special educational needs, will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
- plan strategically to meet pupils' identified needs and track their provision
 - audit how well provision matches need
 - recognise gaps in provision
 - highlight repetitive or ineffective use of resources
 - cost provision effectively
 - demonstrate accountability for financial efficiency
 - demonstrate to all staff how support is deployed
 - inform parents, local authorities, external agencies and Ofsted about resource deployment
 - focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

- 2.4. Children's needs should be identified and met as early as possible through:
- the analysis of data including statutory assessments and internal evaluations of learning and progress
 - classroom-based assessment and monitoring arrangements (cycle of planning, action and review)
 - following up parental concerns
 - tracking individual children's progress over time
 - liaison with feeder nurseries on transfer
 - information from previous schools
 - information from other services
 - maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and the Special Education Needs Coordinator ('SENCO')
 - undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.



- involving an external agency where required.

Curriculum Access and Provision for vulnerable learners

- 2.5. Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils, including:
- teachers differentiate work as part of quality first teaching
 - small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
 - individual class support/individual withdrawal
 - bilingual support/access to materials in translation
 - further differentiation of resources,
 - study buddies/cross-age tutors
 - homework/learning support club
 - classroom plan tutorials

Monitoring and Evaluation

- 2.6. The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out through
- classroom observation by the SENCO, other relevant co-ordinators and senior leaders.
 - ongoing assessment of progress made by intervention groups
 - regular work sampling
 - scrutiny of planning
 - teacher interviews with the SENCO/other relevant co-ordinator
 - informal feedback from all staff
 - pupil interviews when setting new classroom plan targets or reviewing existing targets
 - pupil progress tracking using assessment data
 - monitoring classroom plans and targets, evaluating the impact of classroom plans on pupils' progress
 - evaluation of attendance records and liaison with the local education entitlement services
 - regular meetings about pupils' progress between the SENCO/relevant co-ordinator and the Principal/Headteacher
 - academy report to the Academy Council or Rapid Improvement Board.

3. Stage 2 Additional SEN Support

- 3.1. Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school. Therefore, they



have a special educational need as defined by the SEN Code of Practice 2014.

- 3.2. Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- 3.3. In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- 3.4. It may be decided that a pupil on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN descriptors published as part of the Local Offer. The Local Authority Local Offer can be found on its website – see end of this report for details.
- 3.5. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- 3.6. Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Classroom Plan is required.
- 3.7. Our approach to Classroom Plans, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - 3.7.1. Our Classroom plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
 - 3.7.2. Our Classroom Plans will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be 'more literacy' or 'more maths'.



- 3.7.3. Our Classroom Plans will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets.
- 3.7.4. Our Classroom Plans will be based on informed assessment and will include the input of outside agencies.
- 3.7.5. Our Classroom Plans have been devised so that they are manageable and easily monitored and, therefore, will be monitored and evaluated regularly.
- 3.7.6. Our Classroom Plans will be time-limited and reviewed at least termly. There will be an agreed ‘where to next?’
- 3.7.7. Our Classroom Plans will have a maximum of four short/medium term SMART targets set for or by the pupil.
- 3.7.8. Our Classroom Plans will specify how often the target(s) will be covered.
- 3.7.9. Our Classroom Plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- 3.7.10. Targets for Classroom Plans will be arrived at through:
 - discussion between teacher and SENCO
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with another professional

4. Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- 4.1. Our school is aware that we are currently in a transitional period and that all statements must have been reviewed and, if appropriate, converted to an Education Health and Care Plan by April 2018.
- 4.2. Pupils with a statement of special educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and will have an Annual Review of their statement/plan.
- 4.3. Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan



- 4.4. Our school will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- 4.5. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

5. Roles and Responsibilities

- 5.1. These are set out in the Special Education Needs & Disability Policy.

6. Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- 6.1. Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - the school's generic processes for tracking the progress of all pupils
 - half-termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - at least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need
 - annual review of Statements/Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)

7. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- 7.1. As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- 7.2. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- 7.3. Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.



- 7.4. All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- 7.5. Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- 8.1. Details about our SENCO are in section 15, below.
- 8.2. The SENCO will regularly attend local network meetings.
- 8.3. All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management process.
- 8.4. Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher/Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- 8.5. All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

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

- 9.1. When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as



additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

- 9.2. Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

10. Arrangements for consulting parents of children with special educational needs and involving them in their child's education; arrangements for consulting young people with SEN and involving them in their education

Partnership with Parents/Carers

- 10.1. The school aims to work in partnership with parents and carers. We do so by:
- working effectively with all other agencies supporting children and their parents
 - giving parents and carers opportunities to play an active and valued role in their child's education
 - making parents and carers feel welcome
 - encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
 - instilling confidence that the school will listen and act appropriately
 - focusing on the child's strengths as well as areas of additional need
 - allowing parents and carers opportunities to discuss ways in which they and the school can help their child
 - agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring of progress against these targets
 - keeping parents and carers informed and giving support during assessment and any related decision-making process
 - making parents and carers aware of the Parent Partnership services available as part of the Local Offer
 - providing all information in an accessible way, including, where necessary, translated information for parents whose first language is not English.

Involvement of Pupils

- 10.2. We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in



monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Individual Education Plan, where applicable.

11. How the academy supports children to improve their emotional and social development

- 11.1. Our school will provide opportunities for pupils to talk with adults in a safe environment in order to express their views frankly and ensure they are protected from bullying or emotional harm.
- 11.2. We will provide additional emotional support for pupils through mentors and nurture groups as appropriate.
- 11.3. We will seek advice from outside agencies as required.
- 11.4. Children who are looked after and have special educational needs will be supported directly by the school's looked after children coordinator who is responsible for managing their emotional and educational needs and maintaining their personal education plan.

12. How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families

- 12.1. Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- 12.2. We seek to respond quickly to emerging need and work closely with other agencies including :
 - CAF team
 - CAMHS
 - Educational Psychology Service
 - Parent Partnership Service
 - Specialist support teams
 - Local NHS services
 - Education Entitlement Service
 - Early Years SEN support service



- Local authority safeguarding services
- 12.3. In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- 12.4. Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- 12.5. We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

13. Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- 13.1. We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- 13.2. We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- 13.3. A transition timeline will be produced, with specific responsibilities identified.
- 13.4. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- 13.5. Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.



- 13.6. Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

14. Admission Arrangements

- 14.1. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission Policy for the Academy which is available on the academy website).

15. Complaints

- 15.1. If there are any complaints relating to the provision for children with SEND will be dealt with through the Trust's Complaints procedure (see separate Complaints Policy which is available on the academy website).

16. Contact details

- 16.1. Our SENCO is Paul Hughes, who can be contacted through the school office, 01782 883500
- 16.2. Our SENCO is a qualified teacher who was appointed as SENCO on 1st September 2015. He has a PgCert SEND including National Award for SEN Coordination (NASENCO)
- 16.3. Our school LAC (looked after children) coordinator is, Kelly Whitfield, who can be contacted through the school office, 01782 883500
- 16.4. 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 can be obtained from the Academy's Administration Office.
- 16.5. The academy's SEND policy is available on the academy website: <http://www.thistleyhoughacademy.org.uk/sen/>

17. Links with Other Services

- 17.1. Effective working links will also be maintained with other local services including the Educational Psychology Service and other Local Authority services.
- 17.2. The Local Authority local offer is available on its website by following this link: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>