

# SEND Information Report 2021-22

## Great Heath Academy



**#TransformingLives**

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## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

## Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) 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 Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for 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

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

## Who parents can contact for further information at our academy:

Name	Role	Contact Details
Emily Mitchinson	SENCO	01638713430 Office@greathacademy.trust.org.uk
Carl Jones	LAC Governor	01638713430 office@greathacademy.trust.org.uk

## Contact details of support services for parents of pupils with Special educational needs:

SENDIASS

<https://suffolksendiass.co.uk/contact-us/>

A free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability.

#### National Autistic Society

[www.autism.org.uk](http://www.autism.org.uk)

An organisation that provides support, guidance and advice, as well as campaigning for improved rights, services and opportunities to help create a society that works for autistic people.

#### Young Minds

[www.youngminds.org.uk](http://www.youngminds.org.uk)

A charity that supports children and young people with mental health problems, advising and supporting them to understand their child's behaviour and secure the right help.

#### Family Action

<https://www.family-action.org.uk/what-we-do/children-families/send/>

Offering practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.

#### SENSE. Support for children and parents with complex SEN:

<https://www.sense.org.uk/getsupport/support-for-children/send/>

Helping to overcome barriers with communication working on ways to help people to communicate and express themselves.

#### Foundation Years

<https://www.foundationyears.org.uk/files/2015/05/Guide-for-working-withparents-of-children-with-SEND.pdf>

Information about SEND in young children.

#### British Dyslexia Association

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Aims to promote a dyslexia friendly society, that enables dyslexic people of all ages to reach their full potential

#### Government Information

<https://www.gov.uk/children-with-special-educational-needs/specialeducational-needs-support>

#### National Deaf Children's Society

[www.ndcs.org.uk](http://www.ndcs.org.uk)

A charity that provides expert support on childhood deafness, raise awareness and campaign for deaf children's rights, so they have the same opportunities as everyone else

#### **Information on where the local authority's offer is published:**

Suffolk's local offer can be accessed via the link below. This provides information on services that may support children with SEND.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

## **Great Heath Academy's Local Offer**

### **1. The kinds of special educational needs provided for:**

#### **Refer also to Appendix A – Academy Needs Analysis**

In line with the Equalities Act 2010, Great Heath Academy provides support for pupils within the four areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:

- **Communication & Interaction**

Pupils with speech, language and communication needs (SLCN) experience difficulties in communicating with others. This may be due to finding it difficult to say what they want to, difficulty understanding what is being said to them or difficulty understanding or following the social rules around communication.

- **Cognition & Learning**

Pupils may need support where they learn at a slower pace than their peers. These learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Pupils may also have Specific learning difficulties (SpLD) which affect specific aspects of learning; this may include conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Pupils may experience a range of social, emotional and mental health difficulties (SEMH). This may manifest itself through challenging behaviour or becoming withdrawn.

- **Sensory and/or physical**

Some pupils may require additional support due to a disability or physical need that prevents them from accessing all educational resources. Pupils with vision or hearing impairment will require support to access the curriculum.

We can provide support for every kind of frequently occurring special educational need, with or without an EHCP. We will work with outside agencies where there is a need for further specialist advice and support.

### **2. How the special educational needs of pupils are identified and assessed:**

Special education needs are identified through formative assessments by the class teacher. Summative assessments are used three times a year to monitor progress and drive Pupil Progress discussions.

Where there are concerns over progress extra support is put in place through a wide range of interventions. Where the concerns over progress continue we may use a wide range of alternative assessment tools to determine any other needs. We may also engage the services of outside agencies to support with assessment.

Discussions will be held with parents to discuss identified concerns and decide what will happen next. Parents may also raise with the class teacher and SENCO if they feel their child has special educational needs.

Each child will have a School Based Plan where individual targets are identified and the required support is mapped out to achieve these targets. These targets are discussed with parents and regularly reviewed.

All children with an Educational Health Care Plan (EHCP) will have an annual review to make sure the EHCP is fit for purpose and has the correct recommendations to help the child continue to make progress and receive the most appropriate support. Parents, school staff, any outside agencies, a representative from Suffolk Family Services and, if appropriate, the child are invited to attend.

### **3. Our academy's approach to teaching pupils with special educational needs:**

Quality First Teaching is important for good progress for all pupils. Leaders within the academy work with all teachers to ensure that this happens and provide support and strategies for high quality differentiation and interventions. Pupils are predominantly taught in their classes. Ability groups are used in Y5 and 6 for maths.

Pupils who require additional interventions to support their learning do so in small groups or individually. This may be with a trained teaching assistant or through ICT software.

### **3. How we adapt the curriculum and learning environment for pupils with special educational needs:**

Our curriculum has been designed to provide an engaging and progressive learning experience for all and all pupils have full access to the National Curriculum. Our staff are highly skilled in moving the learning on for each child by differentiating the learning challenges. This means the learning challenges across the curriculum are adapted to meet pupils' differing abilities and can be achieved in a variety of ways, such as:

- Different learning objectives to extend or reduce the challenge.
- Providing adult support
- Explaining the challenge in a different way: visually, practically, orally, and aurally.
- Providing different resources to complete the challenge.
- Providing targeted support for any child that has a gap in their learning.

### **4. Additional support for learning available to pupils with special educational needs:**

Children may also receive support in interventions run by teaching assistants or the class teacher. They may also have access to specific programs such as Lightning Squad and NESSY. They may receive emotional support from an ELSA trained TA.

### **5. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:**

Our aim is for all pupils to be included in all areas of the curriculum, the academy grounds and all activities. Through Quality First Teaching staff will differentiate all lessons to include all pupils irrespective of any disability or medical condition. Risk assessments are made for any trips, which include ensuring accessibility for all pupils, and any resources or measures are implemented during the trip. We liaise with parents to make sure everyone is happy with the

arrangements made. All clubs and enrichment activities are offered to all pupils and where necessary additional support or adaptations are put in place.

## **6. What support is available for improving the emotional, mental and social development of pupils with special educational needs:**

We believe that all children need the opportunities to learn how to develop emotional resilience, social skills and support with promoting positive mental health. This is built into our PSHE and SMSC offer. We use the Jigsaw PSHE curriculum and ensure that we embed the skills learnt in the lessons through a whole school approach.

We recognise that at times some pupils may need extra support with their emotional, mental and social development. We have two ELSA qualified members of staff and also work closely with the West Suffolk Mental Health team, who may provide ideas for us to use in school or work directly with pupils. We use the Jigsaw Resilience and Engagement Scale Toolkit as an intervention as well as Zones of Regulation to support children with regulating their emotions.

## **7. How we assess and review the progress of pupils with special educational needs:**

Class teachers make regular formal and informal assessments of pupils' learning. We use FFT to track progress of all pupils throughout the year. For pupils with SEND they will have additional targets that are reviewed more frequently.

As an academy, we provide parent teacher meetings twice a year and an annual report. For students on the SEN register the parent teacher meetings last 30 minutes. In addition to this, those children receiving extra support will be reviewed per half term to decide on whether the intervention needs to be changed or whether your child has made sufficient progress and can stop the intervention.

All children on the SEND register have a school based plan which is reviewed every term. We are moving towards using Provision Map to track objectives and progress towards these. Parents will also have access to this.

All children with an Educational Health Care Plan (EHCP) will have an annual review to make sure the EHCP is fit for purpose and has the correct recommendations to help the child continue to make progress and receive the most appropriate support. Parents, school staff, any outside agencies, a representative from Suffolk Family Services and, if appropriate, the child are invited to attend.

## **8. The expertise and training of staff in relation to pupils with special educational needs:**

SEND training for staff occurs during the year. Training for supporting students with SEN is considered essential and is ongoing. At times specific training is implemented to address a particular need.

Current staff qualifications/training relating to SEND/Pupil progress include:

- SENCO award
- Safeguarding
- Elklan
- Dyslexia strategies
- NELI



- 5 Minute literacy/numeracy box
- Mental Health
- Memory activities
- Wellcomm
- Lexia
- Supporting children with autism
- Positive behaviour management
- Asthma, EpiPen and diabetes
- ASD
- Adverse Childhood Experiences
- Attachment theory

#### **9. Equipment and facilities to support pupils with special educational needs:**

We have a sensory room that can be accessed by pupils with special educational needs. We provide a range of equipment to support pupils such as sensory play equipment, 'fiddle' toys, IT equipment, large print texts. Resources are sought based on the needs of individual pupils and advice from other professionals.

#### **10. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:**

We believe a positive partnership between parents/carers and the academy is essential for pupils to achieve well. Parents are always encouraged to arrange meetings with their child's class teacher and/or SENCO. All parents and carers are invited to a meeting to discuss their child twice a year and receive a progress report twice a year. Parents are actively involved in discussing targets and progress towards targets. Any work undertaken with external agencies is also shared with parents.

#### **11. How we consult pupils with special educational needs about, and involve them in, their education:**

We consult with pupils who have EHCPs as part of the annual review process. Teachers will consult with pupils each time a school based plan is written to share successes and to decide new targets. Pupils will be asked about what helps them to learn to ensure that any barriers to learning are addressed.

#### **12. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:**

We follow our local authority's admissions policy. Parents are encouraged to visit the academy with their child before they start to meet staff and see their classroom, toilets and ask any questions. Any identified resources from these discussions will, wherever possible, be put in place prior to the pupil starting. We will, where possible, talk to the school/setting a pupil is transferring from to share information prior to the pupil starting. This prevents any delay in getting things in place and supports a smooth transition.

In the EYFS our teachers visit the local nurseries to meet staff and, where possible, spend time with the children. For Nursery either a home visit or a visit to the Nursery ahead of starting are conducted. In the summer term new Reception parents and children have the opportunity to

visit once a week and play in their new classroom. If a child at nursery has SEN, the EYFS teacher and SENCO will meet with them and the parents to discuss any reasonable adjustments that need to be put in place, as well as anything that will help the child to settle, such as likes, dislikes, routines etc.

All children visit their next year group before the end of the summer term. This gives them the opportunity to get to know their teacher and peers. If a child has SEN, we will plan an individualised transition plan for them.

The SENCO and support staff from the receiving High School attend Yr. 6 Annual Reviews of students. This gives us an opportunity to discuss any concerns the student and parent may have. Our SENCO will also meet with the SENCO from the receiving school to ensure a smooth transition is in place. Where necessary extra transition activities are arranged with the receiving high school.

**13. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:**

Where necessary we work with other agencies to ensure that the needs of pupils are met. For children with EHC plans we invite other agencies to contribute to the annual review meeting. We take advice from other agencies on meeting pupils' needs. Some of these organisations include:

- Educational Psychology Service
- School nursing team
- Suffolk Specialist Education Services
- Local charities
- West Suffolk Mental Health Support Team

**14. How we deal with any complaints from parents of pupils with special educational needs:**

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

**15. How we evaluate the effectiveness of our provision:**

Our evaluation of provision is published annually and forms the second part of this document.

Other year groups- % of SEN pupils who met or exceeded end of year expectations (Based on TA)						
	Reading		Writing		Maths	
YR	SEN	non SEN	SEN	non SEN	SEN	non SEN
1	29%	75%	43%	75%	43%	82%
2	39%	88%	22%	65%	28%	85%
3	33%	90%	17%	79%	33%	83%
4	25%	90%	42%	91%	35%	90%
5	33%	88%	25%	82%	58%	82%
6	36%	77%	29%	70%	36%	81%

This evaluation report reflects academic year ending July 2021				
SEND profile				
Total Number of pupils on SEND register - 107				
SEND Support		Education, Health and Care Plans	% of academy population SEND support      EHCP	
94		13	18%	2%
% boys and girls		SEND and Pupil Premium % of SEND cohort	<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>	
Boys 69%	Girls 31%	32%		
Progress made by pupils with SEND				
Due to Covid-19 and the partial lockdown there was no national data for 2020/2021. Below you can see internal data used to track progress and attainment.				
Effectiveness of targeted interventions				
This year we implemented The Lightning Squad for Year 1 and 2 which improved reading attainment. We also implemented NESSY across the school for pupils at risk of dyslexia and NELI in Reception to support Speech and Language. We utilised the SHINE interventions following NTS tests each term.				
Attendance and exclusions				
Overall attendance %		% of pupils PA	% and number of SEND pupils FTE or PEx	

SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
90.8%	96.8%	9.3%	3.1%	0.9% 1 pupil, 2 FTE exclusion	0.2% 1 pupil, 1 FTE exclusion
<b>Strategies and interventions that have supported attendance</b> <ul style="list-style-type: none"> <li>• Support from the EWO</li> <li>• Support from the West Suffolk Mental Health Team for schools</li> <li>• Interventions with our Family Support Worker</li> <li>• ELSA support for pupils</li> </ul>					
<b>Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes</b> <p>Last year we engaged the services of SENDAT to advise on two pupils, providing support with how to make the curriculum accessible. We also continued our partnership with CISS to provide support for pupils with ASD.</p>					
<b>Quality First Teaching and our curriculum intent</b> <p>We believe that Quality First Teaching is vital for all pupils to succeed and plan our CPD around improving this. All areas of the curriculum can be accessed by pupils with SEND. Curriculum leaders will be providing documented ways that their area of the curriculum can be adapted for the different areas of SEND.</p> <p>School based plan targets will be written and shared with all who teach each class. The SENCO, and if necessary, external agencies will provide training on ensuring the needs of pupils with SEND are met in lessons.</p>					
<b>SEND Objectives for 2021-22</b> <ul style="list-style-type: none"> <li>• To use Provision Mapping for recording SEN provision and needs</li> <li>• To identify in each area of the curriculum how SEND pupils can be supported</li> <li>• To utilise the suite of SEND assessments to support with identifying need and tracking progress</li> <li>• To implement Zones of Regulation across the school</li> <li>• To research best practice in supporting pupils with SLCN.</li> </ul>					

## Appendix A

<b>Academy Needs Analysis:</b>				
<b>Type of Need</b>		<b>No. of Pupils</b>	<b>% of SEND pupils</b>	<b>% of all pupils</b>
<b>Communication and Interaction</b>	Speech, Language and Communication Needs (SLCN)	45	42	8.9%
	Autistic Spectrum Disorders (ASD)	11	10	2.2%
<b>Cognition and Learning</b>	Moderate Learning Difficulty (MLD)	34	32	6.7%
	Severe Learning Difficulty (SLD)			
	Profound and Multiple Learning Difficulty (PMLD)			
	Specific Learning Difficulty (SpLD)	2	2	0.4%
<b>Social, Emotional and Mental Health (SEMH)</b>		9	8	1.8%
<b>Sensory and/or Physical Needs</b>	Visual Impairment (VI)	1	1	0.2%
	Hearing Impairment (HI)	1	1	0.2%
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)	3	3	0.6%