

## **SEN Information Report for Shirebrook Academy 2022-23**

### **Part of the Derbyshire Local Offer for Learners with Special Educational Needs (SEN)**

The Academy's SEN Information Report is part of the Derbyshire Local Offer for learners with Special Educational Needs (SEN). The Local Offer can be found using the following link <https://www.localoffer.derbyshire.gov.uk/home.aspx> The Academy's Local Governing Body has a legal duty to publish the SEN Information Report on their website about the implementation of Shirebrook Academy's policy for students with SEND.

### **Shirebrook Academy's approach to teaching children and young people with SEND**

#### **Shirebrook Academy "A community of inspiration, excellence and opportunities for all to grow"**

At Shirebrook Academy we are committed to inspiring **all** members of our academy community to be the best that they can be. With this in mind, we aim to:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- To have high expectations of students with SEND and ensure that they receive quality first teaching in all curriculum areas. Where support is necessary – this will be high quality support targeted to meet the individual needs of students. All support / interventions will be closely monitored. We aim for students to be independent in their learning and develop the self-belief and resilience needed to succeed.

We welcome your feedback and future involvement in the review of our offer. Please contact any of the following;

SENDCo	Matthew Mitton <a href="mailto:mmitton@shirebrookacademy.org">mmitton@shirebrookacademy.org</a>
Vice-Principal (Inclusion)	Lindsay Ward <a href="mailto:lward@shirebrookacademy.org">lward@shirebrookacademy.org</a>
Principal	Lindsey Burgin <a href="mailto:lburgin@shirebrookacademy.org">lburgin@shirebrookacademy.org</a>
ACET Lead on Inclusion	Cheryl Barquero <a href="mailto:cheryl.barquero@astoncetrust.org">cheryl.barquero@astoncetrust.org</a>
SEND Governor	Sarah Bacon

The school telephone number is 01623 742722

### The kinds of SEND which are provided for

Within Shirebrook Academy we use our best endeavours to meet the needs of students who are identified as having SEND.

Our SEND profile for 2022-23 shows that we have 21.2% of students as identified as having SEND. This incorporates 19.6% at K and 1.6% at E (Education, Health and Care Plan (EHCP))

SEND is categorised into four broad areas of need. Within the Academy these are:

Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health Difficulties  
Sensory and/or Physical Needs

### Identification of SEN

The SEN Code of Practice defines SEN as:

*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.*

If a student is identified as having SEND the academy will make provision that is 'additional to or different from' a differentiated curriculum intended to overcome the barrier to their learning. If you are concerned that your child may have special educational needs you should contact Matthew Mitton as SENDCo.

### Assessment of children and young people with SEND

Students are identified as being in need of extra provision in a variety of ways:

- **Feeder Schools**

SEND information is requested for all students on the SEND register. All relevant documentation is collated by the Academy and discussed with the Inclusion Team.

There are formal transition meetings with parents/carers and the feeder school primary SENDCOs. The Inclusion Team within the Academy should be invited to Y6/Y5 Annual Reviews and other relevant reviews. The Academy makes visits to other schools prior to transition and offers enhanced transition packages as appropriate.

- **Screening**

Key Stage 2 information regarding SAT levels is collated and distributed to teaching staff. All students on entry to Y7 will have standardised assessment in reading comprehension and spelling. Some students may require further assessment to support progress. Support for developing literacy development is then determined. Screening is repeated at each Key Stage.

- **By the Academy's Inclusion Team**

Staff within the Inclusion team are trained to identify specific SEN profiles within the four broad areas of need. This may be done through observation, assessment and referral to other bodies.

- **Parental Request**

Parental requests can be made at any time by phone, e-mail or letter to the SENDCO.

- **Subject Teacher Request**

Staff who have concerns regarding a student may pass concerns on to the Heads of Year, Pastoral Leads and the SENDCO.

### **Student Self-Referral**

- Self-referrals may be made by students and will be considered with equal status.

### **The approach to teaching children and young people with SEND**

- All teachers have high expectations of students with SEND, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of children and young people with SEND.
- Teachers are responsible and accountable for the progress and development of the students in their classes, including where students access support from teaching assistants or specialist staff.

- All staff to develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is adapted to ensure continuing progress.

### **Arrangements for consulting parents/carers of children and young people with SEND**

Positive involvement with parents/carers is seen as an important part of our work with students. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the students themselves.

The Inclusion Team review SEND provision at least three times a year by communicating directly or indirectly with parents/carers by means of: -

- Attendance at Y6 parents/carers evenings in July prior to transition
- Review meetings – including statutory, non-statutory and multi-agency reviews
- Telephone calls
- Sessions for parents/carers after school
- Parents/carers consultation evenings
- Parental request for a meeting
- Student planners
- E-mail

All expressions of concern will trigger a further investigation of the students' needs. Parents/carers will be informed of the outcome and invited to contribute and make comment. When changes are agreed to SEND status parents/carers will be informed in writing. The Academy will inform parents/carers and children and young people about the LA's information, advice and support service.

### **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)**

SENDIASS can be contacted on Derbyshire 01629 533668. The role of this service is to give impartial advice to parents.

### **Arrangements for consulting children and young people with SEND**

Positive involvement with students is seen as an important part of our work. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the students themselves. We consult with and involve young people in planning support for their education as part of the SEND review process.

## Arrangements for supporting children and young people in transition

The HoY 7 and Y7 Pastoral Leader are responsible for the successful transition of learners from Year 6 to 7. They regularly visit the feeder primary schools taking the opportunity to speak in detail with the class teacher about every learner who has been allocated a place. This information is collated and then used to help place learners in mixed-prior attainment tutor groups.

All learners take part in a two week early transition programme in July during which they work with their tutor for two days, and experience a full timetable. The aim of the early transition programme is to ensure that learners settle in to school life, get used to their new routines, and develop new friendships to improve their self-esteem and confidence to allow them to be ready to begin learning from the first day in September.

### *Enhanced Transition*

- Enhanced transition for vulnerable learners starts in April for Y6. The HoY, SENCO and safeguarding officer work closely with Primary colleagues throughout the year to ensure smooth transition for vulnerable and SEND learners.
- Students with SEND can access extra visit(s) to the Academy prior to joining and parents are welcome to visit and discuss any individual needs and concerns in detail with the academy's SENCO.
- All information from primary school will be passed to the academy's SENCO in good time so that arrangements are put in place – this information will be shared with teaching staff at the beginning of the school year.
- The Personal Development curriculum provides learning opportunities for SEND students to prepare for adulthood. All students undertake work-experience in year 10 and receive career information and guidance to support decision making regarding their next steps. Students with complex or significant needs are supported by the Personal Development Coordinator when finding work experience placements and post 16 destinations. This includes pre-visits and practicing routes.

## **Changing Schools**

Records are not sent until a student has been formally admitted to another school and therefore taken off our roll. The Pastoral Team will inform the SENDCO of any students with SEND who are transferring schools so that complete records can be sent to the SENDCO. The academy will inform the designated person for any child looked after by a local authority if a change of school takes place.

## **Leaving School or Further Education**

Some students in Y10 and Y11 may visit local colleges with a member of the Inclusion Team for enhanced visits prior to transition at Post 16.

## **How adaptations are made to the curriculum and the learning environment of children and young people with SEND including access**

All students at Shirebrook Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include; setting within the curriculum, enhanced staffing, specialist provision and equipment within the Academy including the commissioned services of Educational Psychologist, Engagement and Learning Coordinator, Education Welfare Officer, Closing the Gap Coordinator and other specialist bodies as required e.g Virtual Schools (looked after children). Exam access arrangements are reviewed and implemented as required.

The Academy's 1 year Accessibility Plan takes into account the Equality Act 2010. It is published on the Academy's website [shirebrookacademy.org](http://shirebrookacademy.org) The main priorities of the Accessibility Plan are to improve the physical environment of the school and to ensure curriculum access for any disabled student, staff or visitors to the site. The Local Governing Body remains committed to improving provision for students and adults who find access to and movement around the site difficult. The SENDCO works closely with appropriate agencies to service the best interests of the students, for example, the Hearing Impaired Service and the Visually Impaired Service which assist by providing specialist equipment and training for our students as and when required. They monitor the progress of students with impairments through the school.

## **The expertise and training of staff to support children and young people with SEND**

A comprehensive continuous professional development programme regarding SEND issues incorporates the following groups within school; SEND specialists, Governors, Subject Teachers, NQTs and ITT students/ support staff. This is directed and prioritised by the SENDCO.

## **Evaluating the effectiveness of provision made for children and young people with SEND**

Monitoring progress is an integral part of teaching and learning within Aston Academy. Parents/carers, students and staff are involved in reviewing the impact of support for students with SEND. Following the 'assess, plan, do, review' model we ensure that parents/carers and students are involved in each step. In order to determine the effectiveness of provision expectations of how the support, which is additional to or different from that available to other students, will impact on progress to agreed outcomes and a baseline is recorded which can then be used to compare the impact of support.

Half-termly rigorous analysis of monitoring data allows for timely review and amendment of SEN support. Parents/carers, students, Teaching Staff, Learning Progress Managers, Middle Leaders and the Academy's Leadership, along with the SENDCO and the Inclusion team, regularly contribute to the evaluation of this support and its effectiveness.

### **Support available for improving emotional and social development**

The Learning Progress Managers work closely with the Inclusion Team and specialist other bodies to improve emotional and social development of students. Provision includes a student services manager, school council, restorative justice, safe areas for vulnerable students before, after and during the school day. This is provided to ensure that students are listened to and any concerns regarding bullying are effectively dealt with.

### **How the Academy works with other bodies**

The Academy maintains strong links with other bodies including health and social care, LA support services and voluntary sector organisations to meet SEND needs and support families. If appropriate they conduct assessments and provide reports with recommendations. The Academy shares a commitment with other bodies to provide timely and relevant information to agencies such as CAMHs, attend multi agency meetings to support children, young people and their families. This can include submitting reports for, and attendance at, Core group meetings, statutory reviews for looked after children, Family CAF meetings and Team around the Child meetings. The Academy has regard for confidentiality issues and data protection.

### **Arrangements for handling complaints for children and young people with SEND**

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children and young people with SEND, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carers who wishes to discuss or make observations about the Special Needs provision for their son/daughter at Shirebrook Academy should: -

- a) Telephone or make an informal appointment to see the SENDCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- b) If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -
  - i) To the Chair of the Local Governing Body via the academy (Tel: 01623 742722) or to the Principal.
  - ii) To the Local Authority, Lead SEND Officer, (Tel: 01629 533893)
- d) If a parent/carers is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

This report complies with:

- Section 69(2) of the Children and families Act 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'