



**A C A D E M Y**  
**L A N G L E Y**

# Special Educational Needs and Disability (SEND) Information Report

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# Q3 Academy Langley

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## 1. Introduction

Only a small minority of students will have a special educational need, which may create a barrier to their learning. As a consequence, extra provisions and interventions will be required to meet the need of the student, of which according to the SEND Code of Practice (2014), are likely to be categorised under the four areas:

1. Communication and interaction needs;
2. Cognition and learning needs;
3. Emotional and social difficulty needs and
4. Sensory, physical and medical issues.

The aim of our practise in regards to Special Educational Needs (SEN) and Disability (SEND) within the Academy are:

1. All students have the right to a broad and balanced curriculum. They will gain from an inclusive approach, which seeks to ensure maximum access.
2. Students with SEND are the shared responsibility of all staff. All Learning Consultants are teachers of SEND.
3. Students' individual special needs must be assessed by both subject staff and by learning support staff
4. The procedures for documentation and reviews will be operated in line with the Code of Practice.
5. There must be a well-resourced Learning Support Department adequately staffed who are skilled in sharing expertise and knowledge. Material resources must be adequate, well organised and accessible.
6. Students with SEND need additional resourcing to meet their needs. A provision map is in place to manage resources and ensure provision is sufficient
7. All staff should have awareness of appropriate SEND teaching strategies, and where required attend in-service courses. Learning Consultants should work in collaboration with the SENDCo to provide students with full access to the whole curriculum.
8. Parents/carers should be involved as partners in the education of their children. Students should also be considered as partners and their views taken into consideration.

At Q3 Academy Langley, we use the definition for SEN/SEND from the SEND Code of Practise (2014). This states "Special Education Needs: A child or young person has special education needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her."

- ✓ A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age
- ✓ Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- ✓ Disability: children or young people who have SEN may have a disability under the Equality Act (2010) – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

## 2. Provision made for Special Educational Needs (SEN)

Children and young people with SEN/SEND have different needs, but the general presumption is that all children with SEN/SEND, but without an Education, Health and Care Plan (EHCP), are welcome to apply for a place at Q3 Academy Langley, in line with the Academy admissions policy. If a place is available, we will aim to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN/SEND of students at this Academy.

For children and young people with an EHCP, parents have the right to request a particular school and the Local Authority (LA) must comply with that preference and name the School, Academy, or College in the EHCP unless:

- ✓ It would be unsuitable for the age, ability, aptitude or SEN of the child or young person or
- ✓ The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name Q3 Academy Langley in a child or young person's EHCP, the LA will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek agreement of Q3 Academy Langley where the

draft EHCP sets out any provision to be delivered on site that has been secured through a direct payment (personal budget).

Parents of a child or young person with an EHCP also have the right to seek a place at a specialist provision, if it is thought that their needs can be better met at a special school, which will normally be raised during an annual review meeting.

## **2.1 Successful Inclusion has been Accomplished by:**

1. Using appropriate in-class support for students with EHCPs and ensuring close liaison between Learning Support Assistants, the SENCo, Inclusion Support and Parents/Carers.
2. Personalised timetables using our Inclusion Department and 'Provision 4' as alternative provision to the Learning Room.
3. EHCP students being allocated a Key Worker to support with emotional well-being and ensure the smooth transition into the Academy
4. Making full use of special arrangements allowed for Key Stage 3 tests, and GCSE and A-Level examinations.
5. The Learning Support Department has link with speech therapists and teachers for the hearing impaired and visually impaired students, and manages the successful inclusion of students with these disabilities. A close link has been established between the Educational Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapist and the Complex Communication and Autism Tea (CCAT) as well as other specialist Learning Consultants from the Local Authority.

## **3. Identification, Recording and Reporting: Access to the Curriculum**

### **3.1 Assessment Identification**

Liaison procedures at Primary/Secondary transfer include:

1. The SENCo and Transition Coordinator to visit Primary Schools to meet students and staff.
2. The SENCo to attend Annual Reviews of Year 6 Students whenever possible.
3. Students and parents/carers are encouraged to visit Q3 Academy Langley.
4. Results from National Curriculum assessments to be gathered from Primary Schools.
5. Details of previous SEND arrangements to be sought from Primary Schools.
6. Reports from Primary schools and external support agencies to be gathered.
7. Liaison with Inclusion Support Staff who have been involved with new students at KS2.

Identification Procedures Carried out at Q3 Academy Langley Include:

1. Assessments which include standardised reading, spelling and maths tests: All students are tested on entry to the Academy and students in ACE are re-tested annually.
2. Parents/Carers may express concern.
3. Students may ask for specific help.
4. Learning Consultants or Support Assistants may express concern
5. The Academy has a robust referral process for Learning Consultant to alert the SENCo should they have any concerns with students no on the SEN register. The SENCo will observe the student in lesson; liaise with their Learning Consultants and Parents/Carers; review their class work and carry out relevant tests. Some students may then be directed to their GP or referred to other necessary external agencies

### **3.2 Recording and Reporting**

Learning Support Assistants and Learning Support Practitioners report to Parents/Carers regularly through meetings; Home-Academy diaries; letters and phone calls. Interventions are closely monitored by the SENCo and updates are sent home every Assessment Cycle (nine weeks). Additional Adult Communication Records is a communication log kept between the Learning Consultant and the Additional Adult which are completed by both parties each lesson. Students with EHCP have annual reviews in accordance with statutory regulations and the Local Authority is updated accordingly. Accurate, up-to-date provision mapping is regularly updated by the SENCo to evidence current provision and costing including spending of students' personal budgets and top-up funding.

### 3.3 How Parents Should Notify Learning Concerns

As Parents/Carers, we value your expertise and the understanding you have of knowing your child well. If Parents/Carers have concerns relating to their child or young person's learning or inclusion, then please initially discuss these with their Learning Consultant, Personal Tutor or the Personal Learning Director. This may result in referral to the Special Educational Needs Coordinator (SENCo) - Mrs Moore (NASCO). All Parents/Carers will be listened to. A meeting will be held to discuss the action plan in place to support the needs of the student.

### 4. Support Offered to Students with SEND (Assess, Plan, do, Review)

All students will be provided with teaching that is differentiated to meet the needs of all learners. The quality of teaching provided to students with SEND is monitored through a number of processes that include:

- ✓ Classroom observation by the senior leadership team, the SENCo and external verifiers
- ✓ On-going assessment of progress made by students with SEND
- ✓ Students with a disability will be provided with reasonable adjustments to overcome barriers and increase their access to the taught curriculum.

All SEN/SEND students have individual targets set in line with the national outcomes to ensure ambition. Parents/Carers are informed of these targets through Parents' Consultation Evenings.

Students' attainments are tracked using the Academy-wide tracking system and those failing to make expected progress are identified. Additional action to increase the rate of progress will then be identified, including provision to the Learning Consultant of additional strategies to further support success of the students.

Where it is decided during this early discussion that Special Educational Provision is required to support, parents will be informed that the Academy considers their child or young person may require SEN/SEND support and their partnership will be sought to improve attainment progress. Action relating to SEN/SEND support will follow an assess, plan, do, review model:

- ✓ Assess: Data on the students, held by the Academy, will be collated by Learning Consultants and the SENCo in order to make an accurate assessment of the students' needs. Parents/Carers will be invited to this early discussion to support the identification of action to improve outcomes.
- ✓ Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the Parents/Carers and the student will be obtained and appropriate provisions will be implemented by the Learning Consultants with advice from the SENCo.
- ✓ Do: SEND support will be recorded on a one-page profile via Class Charts, where it will be clearly identified with expected outcomes which will include academic targets as well as social development targets that take into account Parents/Carers aspirations for their child or young person.
- ✓ Review: Progress towards these outcomes will be tracked and reviewed regularly with Parents/Carers and the students

If progress rates are judged to be inadequate despite the delivery of high quality provisions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a student.

This will only be undertaken after Parent/Carer permission has been given and may include a referral to:

- ✓ Local Authority Support Services
- ✓ Specialists in other schools. e.g. Special Schools
- ✓ Social Services
- ✓ Health Partners such as School Nursing Service and Child and Adolescents Mental Health Service (CAMHS) maybe involved for a very small number of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the Academy's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP).

### 4.1 Evaluating the Effectiveness of Provision

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of Parents/Carers and students' on how successful the provision has been in enabling them to achieve their potential. Quantitative data (standardised testing) will examine both progress and attainment

grades compared to those achieved nationally for students with the same level and prior learning level. This data will be shared with governors and will be judged by external moderators such as Ofsted.

#### **4.2 Access to the Curriculum**

The full range of subjects is studied by all students unless formally dis-applied through an annual review. However, certain strategies are necessary to maximise access to the curriculum for some students with SEND:

1. Academic, emotional and behavioural support is provided.
2. Where students are in 'Stepping Stones', the number of students in the class is smaller.
3. Learning Support staff provide some publishers' resources from within their department. They also prepare differentiated resources and share their knowledge and skills with Learning Consultants during 'Department Time' and Academy meetings.

Assessment:

1. Curriculum staff review students' progress using end of topic or module assessments, and examinations within their lessons
2. Learning Support Practitioners review students' progress assessing their students regularly during interventions
3. Access arrangements enable students with Special Educational Needs, disabilities or temporary injuries to access exams who would otherwise be unable to do so. In line with JCQ regulations adjustments may include: a reader; a scribe; extra time; large print; separate room; coloured paper; etc. Students would be required to be assessed for the arrangements and an application made to JCQ before they can commence.

#### **4.3 Facilities and Equipment**

Q3 Academy Langley is a two storey building with a partial build across the grounds. There are external entrances on level one, which provide suitable access for the disabled. There are disabled toilets on all floors. Parental interviews are held in a specific room close to the main entrance. There is a lift available to provide access between floors. With some reasonable adjustments, all students can safely join in games and Physical Education, including students with visual and physical disabilities.

#### **4.4 Allocation of Resources**

- ✓ In Year 7, students who are in 'ACE' will benefit from in-class support. This is an intervention for KS3 children who have been unable to approach the expected academic standard by the end of KS2, some of these students may have special educational needs especially for 'cognition and learning' and will follow a specialised curriculum.
- ✓ Appropriate support is provided for any student, with a significant emotional and/or behavioural difficulty. This may range from mentoring to a behavioural management programme carried out in the Academy, it may necessitate a referral to external agencies.
- ✓ Students with an EHCP receive individual support, according to the personalised provision made by the Local Authority within their plan.
- ✓ The Academy offers a range of interventions for students who meet the qualifying criteria. Please see the Academy's SEN Intervention Guide.
- ✓ Funding is targeted specifically to support the principles of this policy.

#### **5. Funding and Resources**

Q3 Academy Langley receives funding to respond to the needs of students with SEND from a number of sources, including:

- ✓ The National SEN Budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.

For those students with the most complex needs, the Academy may be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:

- ✓ In class, adult or peer support, aimed at increasing skills in a specific area of weakness (learning behaviours, organisation).
- ✓ Out of class support (relationship building, social, emotional skill development).
- ✓ Specific support, advice and guidance is provided to parents and families to improve students' readiness for learning (relating to students' difficulties in attendance, behaviour, physiological and emotional needs).
- ✓ Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text).
- ✓ Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs and mobility needs).
- ✓ Implementation of strategies from support agencies. E.g. Behaviour Support Team/Educational Psychologist.

In addition, the Pupil Premium funding provides additional funding for students who are claiming Free School Meals (FSM), who are in the care of the Local Authority or whose parents are in the Armed Services.