



SEN Information Report September 2017

Improving Education Together.



Academy Transformation Trust's Offer on Special Educational Needs and Disability.

Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust, we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential

We believe that:

- all children deserve a first-class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- all our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the

progress of all students. ATT recognizes that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

Westbourne Academy's Local Offer

What kinds of Special Educational Needs are provided for?

Pupils may be identified as having a Special Educational Need (SEN) at any stage of their education. This may be a long-term difficulty requiring continuous support or a short-term issue which requires a specific intervention. The SEN Code of Practice (2014) identifies four broad areas of SEN:

- Communication and Interaction, including Autistic Spectrum Disorders
- Cognition and Learning, including dyslexia, moderate learning difficulties and dyscalculia
- Social, Mental and Emotional Health, including behavioural difficulties
- Sensory and/or Physical, including hearing impairment, visual impairment, and cerebral palsy.

How are the needs of special educational needs of pupils identified and assessed?

There are several ways in which we assess the needs of SEN pupils:

- Transition. The SENDCo works closely with the Transition Lead to ensure that there is a seamless transition process. The SENDCo visits all the main junior schools where the needs of SEN pupils are discussed and identified. Additional transition visits are

offered to SEN pupils to help them become more confident about starting high school.

- Our teachers closely monitor the progress made by all pupils and ask advice from the SENDCo as soon as they have any concerns about any pupil. Concerns may be raised by a pupil's teacher – for example, low self-esteem could be affecting performance and indicate an underlying need.
- Key Stage Two results.
- Baseline testing of reading using Accelerated Reader.
- Information from external agencies.
- CATS results.
- Observations.
- Parental or pupil concern.
- Referrals from the pastoral team.
- Results from the Progress Tests in English and Maths which are taken by pupils in KS3.
- Friendship or behavioural issues.
- In house testing, as determined by the SENDCo, using a range of tests to pinpoint areas of weakness.
- Assessment for access arrangements in formal examinations.
- Liaison with previous secondary school, if relevant.

As the pupils progress from Year Seven to Year Eleven, any new SEND that is identified will be assessed by the SENDCo who will seek outside agency and/or Local Authority support when necessary.

If a pupil is performing below age expected levels, we will investigate to decide if the pupil requires additional support.

What kinds of support may be available for your child?

At Westbourne Academy, our aim is to ensure that all pupils are supported and encouraged to make the best possible progress. We aim to be as inclusive as possible.

Our Learning Support team includes the SENDCo, SENDCo Administrator, OASIS instructor, Senior Literacy TA, Senior Numeracy TA, an HLTA in Maths, an HLTA in English who also leads on interventions in the department and eight Teaching Assistants.

Where there is a lack of progress, additional support may be needed. Any support provided will always be personalised to pupils' individual needs. Pupils with SEND might be supported in any of the following ways:

- Nurture group support.
- Nurture 1:1.
- Lego Therapy.
- Fresh Start Phonics.
- Catch Up Literacy.
- Catch Up Numeracy.
- Cogmed.
- Lexia.
- Handwriting programmes.
- Draw and Talk.
- Reading Enrichment.
- Speech and Language Therapy.
- In class support from a member of our TA Intervention Team.
- Additional resources.
- Access arrangements for examinations e.g. use of ICT, extra time, or a scribe.
- Mentoring.
- Intervention from external agencies.
- Homework club after school.
- Counselling from our academy based integrative therapist.
- Lunch and break club.
- Provision in the OASIS centre.

Interventions follow a monitoring cycle involving: assess–plan-do-review. Where we feel something is not working, we are quick to respond and find alternatives through talking with staff, pupils, and parents.

How will the curriculum be matched to your child's need?

Our teaching staff adapt their teaching to meet individual needs through differentiated activities. Differentiation is a key focus area for the academy. All teaching staff will use a range of inclusive strategies in the classroom and will adopt strategies which have been identified as useful for individual pupils.



Ability grouping is used in the core subjects (English, Maths and Science) from Year Seven. This ensures that pupils receive the best support possible.

From September, our Teaching Assistants are linked to individual departments. This approach helps our Teaching Assistants to become experts within the subject areas and provide appropriate interventions.

At KS3, we offer additional literacy and numeracy sessions as required for pupils who would benefit from extra support in these areas.

At KS4, we offer the 'Green' pathway option to support pupils who will struggle with the demands of GCSEs. This pathway option allows students to take the Level Two Finance Course and provides extra support for students with their core subjects.

How parents will be informed about their child's progress.

During the academic year, parents will receive a termly report on their child's progress. This report will show current working grades as well as pupils' behaviour for learning.

Additionally, there are parents' evenings where parents can meet with all their child's subject teachers.

Through the Vertical Tutoring system, there will also be opportunities for parents to meet with the principal tutor. For example, Year Seven parents are invited in during the first half of the Autumn term to discuss the transition process whilst Year Eleven parents are invited in after the mock exams to discuss their child's progress.

For pupils on an EHCP, there will be an annual review meeting with the SENDCo.

We will also be hosting a half termly Parent Café for parents to attend and discuss any issues.

The SENDCo will always be available at all parents' evenings to deal with any queries or issues.

Ways teaching may be adapted to meet individual needs of pupils

Westbourne Academy follows the guidelines within the SEN Code of Practice (2014) where all teachers are teachers of SEN. All teachers have the highest possible expectations for all pupils in their classes. Teachers are aware of pupils' individual targets and adapt their teaching to ensure that all pupils make progress.

Differentiation is key and staff have had training on differentiation. Within lessons, the following forms of differentiation may be used:

- Use of ICT.
- Teaching Assistants providing small group work within a lesson.
- Visual stimulus.
- Word banks.
- Task sheets.
- Mind maps.
- Writing frames.
- Coloured overlays.

Exercise books are marked regularly according to the academy's policy and staff ensure that they set personalised tasks through effective feedback in order to help students make further progress.

Training for staff supporting SEND pupils.

All classroom teachers receive information about the SEND pupils in their classes; this information is regularly updated. We will also launch a fortnightly SEND bulletin for staff which will include updates and information on strategies which may be useful in the classroom.

From September 2016, we have launched the transition profiles with our new cohort of Year Seven pupils. This profile contains information about each individual pupil and strategies which will help pupils within the classroom.

The SENDCo will have a weekly 'drop in' session for staff if they need any advice or have any queries about supporting SEND students.

The SENDCo is a qualified teacher and is currently undertaking the National Award for SEN Coordination.

Teaching Assistants

Our Teaching Assistants are line managed by the SENDCo and work with designated departments in order to develop subject expertise and knowledge. This approach ensures that they become familiar with the GCSE specifications in their subject areas and can support all students. We encourage our Teaching Assistants to develop areas of expertise in order to ensure that we can provide the best possible services to our pupils. This also gives Teaching Assistants ownership and responsibility within the department. Our Teaching Assistants have fortnightly CPD sessions on various topics and several Teaching Assistants are delivering CPD sessions. We try and ensure that there are many opportunities for external CPD. Currently, we have six Teaching Assistants who are studying for the Level Three Diploma in Supporting Teaching and Learning.

Transition arrangements

KS2 to KS3

During October, Westbourne hosts its open evening for Year Six pupils and their parents. This provides an opportunity for both parents and pupils to look around the academy. The SENDCo also hosts an additional afternoon in October for parents to come and visit the school and ask any queries.

The SENDCo and the Transition Lead work together to ensure that the transition process is effective. The SENDCo liaises closely with the SENDCos in the feeder schools and will attend Year Six Annual Reviews. Additionally, the SENDCo arranges visits to all the feeder schools in the Spring Term to discuss the students on the SEN register and the support they are offered in order to ensure that the correct support is in place as soon as students start in September. In June, the SENDCo and the Transition Lead will visit all the feeder junior schools. The purpose of the visit is to find out as much information as possible about each individual pupil; we talk to Year Six staff and meet all the students who will be coming to Westbourne. Year Six will also attend Westbourne for the two Discovery Induction days where they will meet their form tutors and have a variety of different lessons. On the second induction day, there will be a parents' evening where parents can meet their child's principal tutor. The principal tutor is the first point of contact in the academy. The SENDCo will also be available during the evening for any queries.

We also have in place a further transition programme for students who may struggle with the transition process. A member of Westbourne staff will visit the feeder primaries and offer further sessions at Westbourne to support students.

KS3 to KS4

Pupils will have an options assembly delivered by our Assistant Principal in charge of Curriculum. This gives pupils an introduction to the options process. Following on from this, all pupils have a progression interview with a member of SLT. During the interview, pupils will discuss their Post 16 and careers aspirations as well as looking at the options on offer. Additionally, all pupils on the SEND register will have a meeting with the SENDCo to discuss the options process in more detail.

Westbourne hosts an annual options evening for parents and pupils. This provides a valuable opportunity for both parents and pupils to talk to subject specialist staff about the different subjects on offer.

Throughout KS4, the progress of SEND pupils is monitored closely and if a pupil is struggling within a subject, we will ensure that TA support is available within the lessons.

During the Summer Term after Year Eleven have left, we will try and put in a KS4 Ready programme to help students who may need extra help with literacy and numeracy before starting their GCSE courses. This programme involves students being withdrawn from a subject which they will not be studying at KS4 and working on a 1:1 or 1:2 basis with one of our dedicated Teaching Assistants.

KS4 to KS5

Westbourne has a careers advisor who works with pupils to prepare them for further education or training post 16. There is an annual careers fair where post 16 providers and local employers provide information about the opportunities available. Furthermore, the careers advisor organises trips to the local FE colleges so pupils can gain a valuable insight into different courses. Additionally, all SEND pupils will have a careers interview where they can discuss their future plans. We will help pupils with application forms and interviews.

The SENDCo will liaise with relevant college staff to ensure the transition process is seamless.



Who parents can contact for further information (SENDCo, Link Governor)

The SENDCO is Ms. Maxine Abbott. She can be contacted on 01473 466174 or via our dedicated SENDCo Administrator Mrs. Lea Pepperill on 01473 466111 or alternatively via email - maxine.abbott@westbourne.atrust.org.uk.

The Link Governor is Mrs. Natasha Duehring.

Useful telephone numbers e.g. LA SEND team, parent partnership.

Suffolk County Council Local Offer - <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) – 01473 256210 or via <http://www.suffolk.gov.uk/SENDIASS>.