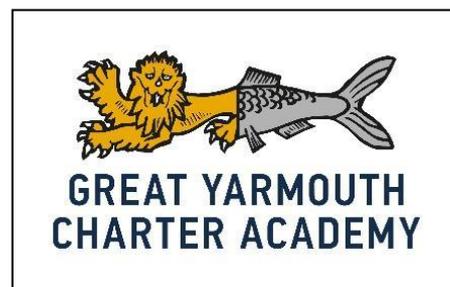


# SEND Information Report

## Great Yarmouth Charter Academy



Reviewed: November 2019

Welcome to our SEN information Report, which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing bodies have a legal duty to publish information on their website about the implementation of their policy for pupils with SEND.

Great Yarmouth Charter Academy has produced this information report to inform parents and pupils how we support learners with special educational needs and disabilities (SEND). This report will be reviewed and updated annually.

If you wish to discuss your child's special educational needs and or disability, please contact Mrs Gregson-Rix, Special Educational Needs Coordinator (SENDSCO), or Mrs Parsons, SEN Manager, who coordinate SEND provision within the academy.

### 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### 2. Legislation and Guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, SEND Coordinators (SENDSCOs) and the SEN information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for additional special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and Responsibilities**

### **4.1 The SENDCO**

The SENDCO is Claire Gregson-Rix

The SENDCO will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the Principal and Governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Our SEND Manager is Angie Parsons

She will:

- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and that a smooth transition between all key-stages is planned
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND Governor**

The SEND Governor is Louise Scott

She will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Principal**

The Principal is Barry Smith

He will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEND

### **4.4 Subject Teachers**

Each subject teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and SEND Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow our SEND policy

## 5. SEND Information Report

### 5.1 The kinds of SEND that are provided for

Great Yarmouth Charter Academy currently provides additional and/or different provision for a range of needs, including, but not limited to:

- Communication and Interaction, for example, Autistic Spectrum Disorder, Speech and Language difficulties
- Cognition and Learning, for example, Dyslexia, Dyspraxia
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. We will seek information from parents, previous settings and information from other professionals.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Previously being identified for a schools SEND register will not automatically mean that the child will require to be on the SEND register at GYCA due to our extensive whole school offer.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENDCO and SEND Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

At transition from primary school at Year 7, we will review a child's information and liaise with our feeder schools to identify those who are already indicated as having SEND. This will be reviewed against evidence in the child's file and against their attainment. We will also test incoming pupils using a range of assessments. We offer an extended transition programme from Key Stage 2 into Key Stage 3 for our more vulnerable pupils.

In Key stages 3, 4 and 5 we will share information with the school, college, or other settings the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where children transfer to the school at other times we will assess them and where possible review records from their previous placement. Assessments on entry are a small part of the picture for any individual and are not in themselves sufficient to indicate SEND. Where concerns are evident we will monitor them and review the need for intervention or further assessment.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The whole school culture and ethos support the needs of pupils with SEND as they provide consistent routines and vocabulary, clear expectations, a structured learning environment and calm, quiet classrooms where pupils are guided through a step by step approach to learning. The encouraged Charter principles promote confident communication and mutual respect. The ethos and expectations of the school encourage and promote an understanding of diversity.

Charter Academy makes teaching which is good or outstanding a priority. This is judged by all pupils within a class making progress, including those with SEND. Teaching and learning is actively and continually monitored.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Interventions are also in place for:

- ◆ Literacy difficulties
- ◆ Numeracy Difficulties
- ◆ Communication and Interaction Difficulties
- ◆ Physical and Sensory Support
- ◆ Exam Access Arrangements

### **5.7 Adaptations to the curriculum and learning environment**

Great Yarmouth Charter Academy is an inclusive school. The SEND Code of Practice says 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND'.

- Teachers are responsible for devising strategies and identifying appropriate differentiated methods of delivering the curriculum whilst taking into account the range of abilities, aptitudes and interests of all the pupils in their classes.
- Work within class is differentiated to the appropriate level so that all pupils are able to access the lesson according to their specific needs. Pupils requiring specific support have Pupil Support Profiles offering information and strategies to address their need.
- Supportive whole school teaching approach to include pre-teaching key words and vocabulary, added processing time, whole class 'I Say You Say', teacher led learning, revisiting previously taught curriculum, consistent classroom practices and teaching styles.
- Specific guidance which follows dyslexic and visual stress guidelines are applied to all lessons when reading text. This ensures all pupils can access the text.

## 5.8 Additional support for learning

Learning Support Assistants provide support across subject areas. Their role is to support pupils in accessing the curriculum and in developing independence in their learning. They may also deliver interventions within specific subject areas.

The following interventions may be offered depending on the needs identified:

LEXIA	A computer based programme to build phonic and word knowledge
Toe by Toe	A small steps, one to one programme to build letter, phonic and word knowledge.
Alpha to Omega	A one to one dyslexia specialist programme.
Catch-up Literacy	A one to one reading improvement programme.
1 to 1 Literacy	Tailored programmes delivered by a dyslexia trained member of support staff.
Spelling Mastery	A direct instruction programme that improves spelling.
Catch-up Numeracy	A one to one programme that develops basic number recognition and patterns.
Catch-up Numeracy +	A small group programme that develops confidence with number patterns.
1 to 1 Numeracy	Where particular needs are identified Maths LSA will work individually with pupils.
Concept Maths	A direct instruction programme that develops confidence with numbers.
Being Me	A structured programme to support pupils to develop an understanding of social aspects.
Assertive Mentoring	Supporting KS4 pupils in preparing for their exams, covering a wide range of topics such as study skills, stress management and organisation.

We also work with a range of external agencies to provide professional advice and support for pupils with SEND.

## 5.9 Expertise and training of staff

The SEND Department is well staffed and well resourced, delivering a range of additional provision based on assessment of the needs of individual pupils.

The department offers:

- Expertise in assessing pupils to make sure that the need for provision is based on good evidence.
- Programmes of intervention and support that have evidence of being effective.
- A team of staff who work across the school to support children's learning and to support the identification of children's needs.
- Advice, strategies and training to subject areas and teachers in supporting children with SEND in the classroom.

Mrs Gregson-Rix is very experienced and also sits within the Academies Senior Leadership Team.

Qualifications:

- Post Graduate Certificate in Teaching
- BSc Sports Science and Geography
- MA Education
- NLP Certificate in Neurolinguistic Programming
- National SENCO Award Eastern Leadership Centre
- CBT 3A Certificate in Educational Testing

The SEND Manager is full time and manages the daily SEND provision.

The HLTAs and LSAs are trained in a range of specialisms including Dyslexia and TITAN as well as in the delivery of a range of intervention programmes.

## 5.10 Securing equipment and facilities

Once a recommendation is received from a professional regarding the needs of our pupils for specialist equipment, the order is placed and funding is made available from the SEND budget.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress. The progress data for SEND learners is tracked, evaluated and monitored alongside whole school data.
- Reviewing the impact of interventions every half term. Reviewing the impact of intervention and ensuring that pupils are making progress is integral to the SEND process. Some interventions include a monitoring process and track the progress of pupils taking part. In addition to this we use a range of measures where appropriate, for example re-testing and tracking academic progress.
- Where a child has an Education, Health and Care Plan the review will include the formal and statutory annual reviews, but this does not preclude on-going monitoring and reviewing to ensure the child's needs are being appropriately addressed.
- Monitoring by the SEN Manager and SENDCO
- Using provision maps to measure progress
- Pupil and parents questionnaires and feedback

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

We make every reasonable adjustment to make Great Yarmouth Charter Academy as accessible as possible. . Efforts are made to not only ensure the physical environment is accessible but also to improve accessibility to the curriculum. All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND.

We encourage visits by parents to understand our site and to see our facilities.

For full details please see the school Accessibility Policy.

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

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils can seek support at break and lunch times from the Pastoral team
- Pupils with SEND are encouraged to participate fully and take roles of responsibility in the Academy.

We have a zero tolerance approach to bullying.

Should your child need additional support due to challenges with mental health, please contact the academy's Mental Health Lead Mrs Derry.

### **5.14 Working with other agencies**

Where it is clear that the pupil requires further investigation or support, external advice and assessment will be sought and appropriate referrals will be discussed with parents. Outside agency support includes:

Specialist Resource Bases

Dyslexia Outreach Support

Child and Adult Mental Health Services (CAHMS)

Educational Psychology

Speech and Language Service  
Virtual School for Sensory Support  
Access Through Technology  
School2School Support  
ADHD Specialists  
Occupational Therapy  
Medical Needs and School Nurse  
NHS professionals  
Point 1 Counselling service  
Norfolk Constabulary  
Careers Information, Care and Guidance representative  
Respectrum

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy, if they wish to pursue a formal resolution.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

**Parents can access support through the Norfolk Local Offer or via The SEND Partnership:**

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>  
[sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

### **5.17 Contact details for raising concerns**

Mrs Gregson-Rix - SENCo

Email: [clairegregson-rix@inspirationtrust.org](mailto:clairegregson-rix@inspirationtrust.org)

Telephone: 01493 849665

Mrs Angie Parsons - SEN Manager

Email: [angelaparsons@inspirationtrust.org](mailto:angelaparsons@inspirationtrust.org)

Louise Scott - SEND Governor

Email: [office@gyca.org.uk](mailto:office@gyca.org.uk)

Telephone: 01493 849665

### **5.18 The local authority local offer**

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/local-offer/what-is-the-local-offer-easy-read-guide-for-parents.pdf>

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/local-offer-for-children-and-young-people>

## **6. Monitoring arrangements**

This information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This report links to our policies on:

- Special educational needs
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions