

# **Rushden Academy**

## **SEND Information Report 2016-17**

### **Contributing to the Northamptonshire Local Authority Local Offer**

#### **School Mission Statement**

Rushden Academy, as part of The Education Fellowship, believes in making it possible for every pupil to achieve aspirational outcomes. We are committed to fostering high expectations and developing the full potential of each individual so that they may become successful educationally, socially, in their personal life and within their local community.

#### **Introduction**

Rushden Academy is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality and personalised, as appropriate to the need.

#### **High quality teaching**

All staff at Rushden Academy strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual faculties are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms. Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. A timetable of CPD for all staff is published and available. Additional sessions have been added, to cater for individual students and their needs. This includes delivery of sessions from specialists in the areas of Visual Impairment and hearing Impairment. In 2014-15, the SEND faculty worked closely with a number of external agencies. Rushden Academy's effective use of the County's local offer has ensured that all staff continue to develop their expertise in various aspects of special educational need.

#### **Tracking and monitoring progress**

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents 4 times across the academic year. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Heads of Faculties, Form Tutors, Heads of Houses and the SENCO regularly check on the progress of students and raise a concern if students are not making expected progress.

## **Identifying SEND**

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and, if they have a concern that there might be an undiagnosed special educational need, will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them and carrying out testing, if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting is arranged with parents to discuss the student's needs and subsequent actions. Support is sought from relevant external agencies at this point.

Some students transitioning to Rushden Academy are already diagnosed with a special educational need and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate. If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above. The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (Definition taken from the Special Educational Needs and disability code of practice: 0 to 25 years. Published June 2014 for implementation September 2014.) Students with SEND will be placed on the school's SEND register, which is accessible to all staff in school.

## **Supporting SEND students**

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one-to-one or small group targeted intervention sessions with a member of the SEND team, in-class support and referrals to outside agencies. Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. Current interventions include literacy interventions such as Fresh Start; more specific dyslexia workshops, focusing on memory skills, exam technique and essay writing skills; social skills intervention, including the delivery of SEAL; Protective Behaviours; and ASD workshops. Interventions follow a monitoring cycle involving: assess-plan-do-review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Some students receive technology support, such as the use of a laptop. Parents/Carers of students with SEND will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have a concern.

### **Education, Health and Care Plans**

Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with current Statements of Special Educational Need will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a three year transition period for reviewing all students on Statements of Special Educational Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition.

Rushden Academy will be hosting an Education, Health and Care Plan Transfer Day on the 12<sup>th</sup> November 2015. Those in Year 11 with a Statement of Educational Need will be invited to attend a review meeting, chaired by a County facilitator. Parents, the SENCO and other relevant professionals will be part of these meetings. Those in Year 9 with a Statement of Educational Need will be invited to attend a review meeting in the Spring of 2016.

Students with SEND who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

### **Working with outside agencies**

Where a student with SEND is not making progress and Rushden Academy feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Rushden Academy commission work from The Educational Psychology Service, and work closely with our designated EP. Rushden Academy also works with other external agencies such as the Virtual School for Looked after Children, Child and Adolescent Mental Health Services (CAMHS), The Autism Outreach Team, The Sensory Impairment Service, Physiotherapy and Occupational Therapy Services.

### **Parent and child involvement**

Rushden Academy puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are

encouraged to express any concerns they may have to the SENCO, any member of the SEND Team, their Form Tutor, their Head of House or any other member of staff with whom they feel comfortable to talk about their concerns. Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEND with parents and carers.

### **Equality (including accessibility)**

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

Rushden Academy is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities. For more information, refer to the school's Accessibility Plan, available on the school's website.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND are involved with the following clubs: breakfast club, homework club, film club, sports clubs, library volunteers and charity events. SEND students have also participated in Year 6 transition support and in the annual school production.

### **Transition**

Rushden Academy understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND.

For students coming into Year 7 at Rushden Academy, a senior member of the pastoral team and SENCO visit the main feeder primary schools. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEN information. The SENCO will work with schools and families that are joining Rushden Academy from further afield.

For students with SEND, the SENCO at Rushden Academy liaises with SENCOs from our feeder primary schools, who pass on all relevant information, including SEND files. Parents/Carers of students with SEND in primary schools whose child will be coming to Rushden Academy are always welcome to contact our SENCO who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending Rushden Academy, are invited in for a transition day in the summer term, when they spend the day in their new form group and take part in activities to help them adjust to life at secondary school, and Rushden Academy in particular. Many students with SEND are invited in for extra transition sessions to introduce them to life at Rushden Academy and to try to allay any anxieties as much as possible. For students with Statements of Special

Educational Need, the SENCO will attend Year 6 Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCO will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of students with Statements of Special Educational Needs in Year 5 who are considering a placement at Rushden Academy are very welcome to contact the SENCO at any time to discuss their child's needs or arrange a meeting or visit to the school.

For students in Year 11 with a Statement of Educational Need or an Education and Health Care Plan, the SENCO works closely with the Connexions Service to ensure these students have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with a Statement of Special Educational Needs or an Education, Health and Care Plan will have access to our Connexions Advisor from Year 9 onwards. For students with SEND entering our Sixth Form, their support will be discussed with them and provision put in place as appropriate.

### **Anti-Bullying**

Rushden Academy is committed to creating a safe environment in which everyone is appreciated and respected for themselves, and in which care and consideration for others is nurtured within a community. Assemblies and designated PSHE time within tutor groups are used to reinforce these messages. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

### **Staff**

Key staff working with students with SEND are as follows:

#### **SENIOR TEAM LINK:**

**SENCO: Mrs P Smith.** Responsible for implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEN, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with feeder schools.

**SEND and Inclusion Team:** Working with SEND students both in-class and on intervention programmes. Staff include Higher Level Teaching Assistants, Teaching Assistants and Pastoral Support Assistants.

**SEND GOVERNOR: Peter Armstrong**