

## **SEN Information Report for Etonbury Academy November 2023**

This page provides information about how we are implementing our SEND Policy which can be found on the SEND page on the website.

### **1. What kinds of SEN do we provide for?**

- We are a mainstream academy for young people aged 9-17 years (extended secondary).
- We provide support for all types of SEN and Disabilities.
- We categorise our students under Monitoring, SEN Support and EHCP.
- We provide support for all types of SEN and Disabilities, and some of our students have Education, Health and Care Plans (EHCPs).

### **2. What is our policy for identifying children and young people with SEN and assessing their needs, and who is the SENDCO?**

- Our SEN policy sets out clearly what our process for assessing needs are: *'The level of support initially provided to students in Year 5 is based upon data from a range of sources including lower school records, Key Stage 2 assessments and baseline testing carried out when they arrive at Etonbury. Baseline assessments consist of GL English and Maths progress tests, and Access Reader Test in KS2. In KS3 & 4 we also use GL baseline assessments in English and Maths as well as, as well as, NGRT reading tests. EXACT testing in Year 7 upwards. If further testing is required the SENDCO will formally assess them using a range of standardised tests.'*
- Academic progress is formally assessed and reviewed on, at least, a termly basis. For students joining the Academy mid year, a similar range of data will be collected to enable informed decisions to be made. Students will be identified through ongoing assessments by the child or young person's teachers, and brought to the attention of the SENDCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.
- It is the role of teachers, supported by the SENDCO, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in class assessments, but may involve more specialised assessment from a Specialist Assessor for SEND, or the SENDCO.
- Students without a known special educational need or disability can be highlighted to the SENDCO by teachers through a SEND referral portal. The SENDCO can then determine the

most appropriate course of action. Whether this be further assessment in school by the SEND team with observations and screening tests or whether there is a need to make a referral for involvement from an external agency such as Community Paediatricians, CAMHs, Educational Psychologist etc. Parents are kept informed at each stage of this process.

- Students with known additional needs on SEND Support or with an EHCP are identified to staff using an interactive SEND register. Each student on the SEND register has an Individual Education Plan (IEP) that sets out their needs and support required.
- Some students have an Educational Health Care Plan (EHCP), which clearly sets out the needs of the young person.
- The SENDCO is Miss Isobel Phillips, and can be contacted by phone on 01462 730391 or by email [iphillips@bestacademies.org.uk](mailto:iphillips@bestacademies.org.uk)

### **3. How do we consult with parents of children with SEN and involve them in their child's education?**

- Parents get regular reports from the school regarding students' academic progress as well as their effort and progress.
- There are three opportunities throughout the year at Tutor and Academic Mentor evenings to meet with tutors and Academic Mentors. For students in Year 10-12 there are also Subject Review evenings where parents can meet with specific subject teachers.
- All students on the SEND register under SEND Support (K) or with an EHCP (E) have an IEP. These are live fluid documents which are amended as needed. These are accessible to all staff via google drive and an interactive SEND register. IEPs set out the parent & student voice, targets for the student specific to their needs and adaptations that are required for them in the classroom. These documents are sent home to parents and students three times a year in October, February and May. At each point parents and students are able to update their parent/student voice and provide feedback on the outlined targets and adaptations, via a Google form.
- Following the feedback the SENCO will contact parents with any concerns and work with parents to remedy solutions for these.
- Parents are informed of SEND information via the school website and updates are also placed on the school's weekly parental bulletin that goes out via email.
- If students require interventions parents are informed of their entry into an intervention cycle by an E-letter.
- Parents of students with EHCPs are invited to have statutory annual reviews as set out by the Local Authority that maintains the plan.
- At all points parents are provided with staff details and free and encouraged to contact the school at any time, either by phone, or by email to have a conversation about their child's SEN needs and progress in school.

### **4. How do we consult with young people with SEN and involve them in their education?**

- We will always consult with a young person and their parents before beginning any specific

support and explain what we are doing, and why.

- The SENDCo contacts all parents whose child receives SEN Support or has an EHCP before joining the school.
- We ask students for their views on their education and record this on their IEPs. Students are given the opportunity to update these at 3 points in the year.
- Students are actively encouraged to share their thoughts on their education with their Academic Mentor and are able to do this at regular points in the year in their Academic mentor sessions.
- Students with SEND needs are able to use the Den (inclusion space) to work with key members of staff and express their views.
- Students with EHCPs are asked to contribute their views towards their annual review and are given the opportunity to attend the meetings.
- For new starters with known SEND needs a member of the SEND team will endeavour, where possible, to meet the student to gather their views on their education to aid in their transition.

#### **5. How do we assess and review children and young people's progress towards outcomes?**

- Class teachers will be regularly assessing student progress as part of their normal practice.
- All students are baseline assessed on entering year 5 (via *GL English and Maths*) and yearly GL assessments in English and Maths then take place from Years 7-10. Students in Years 10 and 11 are assessed using mock exams in their chosen GCSE subjects. Students in Year 6 are assessed using their SATS & mock SATs.
- Students are screened (using LUCID screeners) throughout Year 9 to establish if any additional Access Arrangements are required and to identify any additional areas of support needed. An Access Arrangements assessor is then called in to assess these in the Summer Term of Year 9.
- We complete reports regularly through the year for all young people, and this information is sent home to parents.
- The data generated by these reports will be scrutinised by the SENDCO after each reporting cycle so that any issues linked to progress can be highlighted and the relevant support put in place. The data generated is also reviewed by class teachers and they are encouraged to complete a SEND referral to the SENCO if they have concerns that a potential SEN is impacting a students' academic performance.
- We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.
- There may be times though when we need to conduct more specialised assessments in order to obtain information to help us provide better support. We will always let students know this is happening and let parents know the outcome of any testing. This testing may include cognitive screeners for dyslexia & dyscalculia.
- There may be times where it is appropriate for a student's progress with their outcomes to be assessed by an external agency and they will be invited in to do this. We will request a

report to record progress that has been made in the specific area linking to the outcome.

- All students on the SEND register are set targets on their IEPs that relate to their areas of need. These targets are reviewed and the progress is reported home at termly intervals.
- The outcomes of the SEND targets and academic assessments will inform intervention cycles. There are a wide range of interventions and these are set out on the school website under the general provision map. Some of the intervention programmes also have their own built-in diagnostic assessment tools.
- Students with EHCPs have set outcomes and their progress towards these are formally reviewed in their annual review meetings as set out by the Local Authority that maintains the plan.
- In order to gather thoughts of all teachers in relation to a student with SEND and how they are progressing towards set outcomes the SEND and pastoral teams will gather information via a round robin to staff.

## **6. How do we support children and young people during transition?**

- There is a well-planned programme of transition activities for those moving from year 4 into year 5. There is a whole year group step up day, sports transition days and visits from the Principal and Head of Juniors to the primary feeder schools.
- Prior to the general step up activities for Year 4 in to 5 the SENDCO will visit the Primary feeder schools to liaise with the SENDCOs and class teachers about students SEND needs and IEPs are developed at this point.
- Prior to the main step up day there is an additional step up morning hosted by Etonbury specifically for children with additional needs. On this morning students are given an additional tour of the school and given the opportunity to work with their new class teacher to do an icebreaker activity. Parents are offered the opportunity to stay and liaise with the SENDCO whilst their children are taking part in this activity. On this day students are also provided with their transition booklet in advance to give an increased processing time for information in preparation for step up day.
- From as early as two years prior to transition the SENDCO will liaise with the lower schools and parents about specific needs and will begin a series of information gathering visits.
- For students joining us with an EHCP the SENDCO will work with the Local Authority from the consultation to ensure there is an appropriate transition package for the student. In some cases where parents are requesting a change of placement to Etonbury the SENDCO will attend the annual review where this takes place so that transition can be planned.
- Careful consideration is given to transition for students moving from Year 6 to 7 in order to prepare them for their journey into KS3. Specific transition events are planned to ensure students are able to adapt to their new surroundings in the Secondary part of the school and meet their new teachers.
- Transition between all other year groups is also carefully planned and thought out for our students with SEND. This will often include specifically planned opportunities to have 1:1 meetings with new teachers or key members of staff.

## **7. What is our approach to teaching children and young people with SEN?**

- We want everyone in our academy to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have.
- We are proud to operate an inclusion by design model (as supported by the EEF) and believe that school should be an inclusive space for all.
- We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high quality teaching as everyone else in the school.
- Where high quality teaching is not producing the desired outcomes we work as much as possible with our students with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing.
- We operate a range of interventions that take place during our AM registrations (a list of which can be found on the general provision map on the school website). Interventions are accessed by both students with and without SEND needs.
- We have robust systems in place to identify students with SEND and the SENDCO shares with staff any adaptations that are necessary for them to succeed in lessons. Regular monitoring is in place to ensure that adaptations are being made for students in lessons.
- Where applicable students are offered alternative curriculums and the Den inclusion space is used to host a wide range of 1:1 and small group interventions as set out by students' EHCPs.
- We also place significant emphasis on the students' well being and supporting them in all areas of their development.
- Staff receive regular training on SEND needs in order to be able to adapt their curriculums widely.
- We operate a working group of SEND Champions within the school who champion the adaptation of the curriculums to ensure they are as accessible as possible for a wide range of aptitudes and abilities.

## **8. How have we adapted the curriculum and the learning environment of children and young people with SEN?**

- As part of the inclusion by design model the curriculum is very broad at our school and as such there is something available for all. Where possible we will support all students in KS4 to follow the EBACC route so that they are given the best life chances. As an alternative to this we offer Functional Skills pathways (these pathways are dependent on staffing availability and student uptake).
- Appropriate and specific interventions are in place for students who require them.
- Lessons and teaching approaches are adapted so that students of all aptitude and abilities can access the curriculum.
- Some students with EHCPs & IEPs have on them specific adaptations to ensure that the learning environment is accessible. These are shared with and implemented by all staff.

- Where appropriate the SENCO may work with parents of students with SEND to apply for funding from the Local Authority for a student to access some alternative provision as a replacement curriculum.
- The majority of the school site is fully accessible and meets all the requirements of the Equalities Act 2010.
- Further details on how we are improving accessibility are held within our Accessibility Plan.

## **9. Parent/Carer Participation**

- The Academy actively seeks the involvement of parents and carers in supporting the education of their children. It is recognised that this is particularly important with students who have SEN where the support and encouragement of parents and carers is often a crucial factor in achieving success.
- Parents and carers will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice, 2014.
- We encourage all parents to provide their voice to be published to staff on students IEPs.
- Communications between parents/carers and the Academy will be consistently maintained.
- We will always consult with parents/carers before we seek support from an external agency.
- We will encourage all students to be independent learners so that they can become happy, successful and fulfilled adults and positive future citizens.

## **10. What is the expertise of staff to support children and young people with SEN and how do we continue to train them. How do we secure specialist expertise?**

- Isobel Phillips the SENDCO with 8 years of teaching experience working with students aged 9 – 18 years. She has been running whole school interventions for 5 years and specialises in teaching English and alternative curriculum provision. She has completed her NPQSL and National Award for SEN qualifications.
- We have an Inclusion Assistant, Heidi Clark, in charge of running our Den facility. She has significant experience of working with students with SEND. She delivers alternative curriculum provision and is trained to run specialist interventions.
- We have a team of 17 teaching assistants. All currently undertaking qualifications, including; degrees, ELSA, Speech and Language ELKLAN qualifications and other ongoing SEND training. Many of them have significant experience of working with students with SEND.
- Within the SEND team we also have a SEND administrator Linda Chillman. Linda supports administrative duties in relation to SEND and has over 20 years of experience in the field.
- As part of BEST we work alongside Thomas Rowell, the Assistant Principal and SENCO at Samuel Whitbread with overall responsibility of BEST SEND. As part of a team of SENDCOs including input from all academies in the Trust, as well as our feeder schools. Thomas is also the schools access arrangements assessor.
- We are also being supported by Central Bedfordshire's SEND Advisory Teacher (SENDAT) who will be supporting schools to offer expertise, support and a process of SEND review.

- The whole school has access to opportunities to complete Level 2 qualification and a number have taken up opportunities to specialise in understanding autism and child and adolescent mental health.
- We have an extensive programme of CPD for SEND for all staff. This has included whole staff training sessions on ASD, Trauma and Detachment, ADHD, multi sensory teaching methods, motor skills and precision teaching methods.
- There are also training sessions delivered by the SENDCO on specific students' needs called 'If you Teach'. The school also has an extensive SEND library and training drive with a number of materials available for staff. These are often utilised as recommended materials for staff in weekly inclusion bulletins.

**11. How do we know how effective our provision for children and young people with SEN is?**

- As part of the normal academy development and self-review cycle we will carefully examine the data from exam results, student surveys and teacher observations to evaluate the effectiveness of the provision
- As part of our monitoring of teaching and learning the senior and middle leadership conduct lesson observations and drop ins to assess the quality of teaching and learning across the Academy.
- Etonbury also takes part in Central Bedfordshire's SENDAT Review process and commissions independent SEND reviews from other agencies.
- Etonbury Academy also consults with an external school improvement advisor who assesses the development plans for SEND across the Academy.

**12. What do we do to make sure children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?**

- There are no barriers for any students with SEND for our activities in the academy.
- We actively encourage students with SEND to take part fully in the life of the academy.
- We are a fully inclusive academy and pride ourselves on our inclusion by design model.
- Where necessary some students with SEND may require adaptations, provisions or reasonable adjustments from their IEPs & EHCPs to be in place in order to participate in some activities.

**13. What support have we got in place for improving the emotional and social development of our students?**

- Where appropriate we liaise with outside agencies to inform our practices and approaches for students with social and emotional needs.
- We have commissioned external counselling and mentoring services into the school.
- We have qualified ELSAs and are in the process of training more staff on this programme. ELSA trained members of staff run 1:1 or small group interventions for social, emotional, mental health development sessions for students who require it.
- We offer an inclusion space to students who may require it. From this space we offer SEMH

support to students as per their IEP & EHCPs.

- All staff have been trained in a trauma informed approach so that they are able to appropriately support the emotional needs of students.
- Our anti-bullying policy sets out our approach to bullying.

**14. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and how do we support families?**

- We draw on a range of local providers such as:
  - NHS services including but not limited to, Child Development Centre, Community Paediatricians, local GPs, School Nurse.
  - Occupational Therapy
  - Speech and Language Therapy
  - CAMHs
  - Children's Social Care
  - Youth Involvement mentoring
  - Early Help Intervention from CBC
  - Child Development Centre
  - Central Bedfordshire SEND Team
  - Central Bedfordshire Medical Needs Team
  - SENDIASS
  - Education Psychology Service
  - Outreach service from Ivel Valley School
  - Oakbank Secondary SEMH Outreach Service
  - ASD specialist teacher from Ivel Valley School
  - CHUMS
  - Local Authority impairment teams
  - SEND Team at the Central Bedfordshire Local Authority
  - Access and Inclusion at the Local Authority
- We also use Early Help Assessment forms (EHAs) to access and pinpoint specific support.
- We involve the above agencies through their referral pathways.
- We support families by making or supporting referrals to these agencies and doing so in a timely manner with regular communication.

**15. What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?**

- Parents are encouraged to raise concerns with relevant members of staff and can escalate concerns about SEND to the SENDCO.
- The school has a parental Complaints Policy which can be accessed via the school office or website.