

SEND Information Report – September 2023

Ted Wragg

TRUST

Est 2011

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values

How will we succeed?



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build **strong relationships**
- be **stronger together**



Statement of Intent

At Marine Academy we truly believe that every young person should have equal access to education. As a school we are committed to offering an inclusive curriculum to ensure that the best possible progress is made for all of our students whatever their needs or abilities. We do our utmost to support students with Special Educational Needs and Disabilities (SEND), ensuring all students' needs are met within the classroom with high quality differentiated and personalised teaching.

The Academy uses specialist strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEN to ensure that everyone is a 'teacher of SEN'.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENCo who is part of the Senior Leadership team and who will complete the National Award for SEN Coordination.
- Have a named Governor for SEN.
- Have a SEN Information Report and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEN peer reviews.
- Ensure pupils with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for SEN.

The school works hard to ensure that students are accurately identified and that any barriers to student accessing their learning are addressed. The school works as a close-knit community to facilitate support, both long term and short term, for a wide range of individual student needs. Marine Academy fully involve parents in the education of their child with SEND, and communication with key adults facilitates collaborative working. Support is provided in a variety of ways:

- Early identification of those students who have additional needs on transition from Primary school – offering and supporting enhanced transition
- Building trusting relationships with parents / carers – meeting regularly
- High quality differentiated and personalised teaching in mainstream classes
- Specialist programmes – by extraction in small groups or one-to-one. The school has a well-equipped specialist literacy room as well as other more specialist intervention rooms
- Experienced SEND Assistants who work within the Well Being Zone
- In class IT support.
- Work closely with other external agencies to seek advice and support.
- Access to supportive lunch and break time in the Well Being Zone

- Personalised provision where appropriate
- Enhanced transition into year 7
- Enhanced Careers advice
- Enhanced transition to post-16 – support from the Transition Coordinator, taster days, additional visits to colleges and other providers.

As an academy we strongly believe that Students with special educational needs and disabilities should be fully integrated into the educational and academy life, have their needs met whilst accessing a full curriculum and experience success. More information can be found in the SEND Policy (link below). Further information about SEND provision across Plymouth can also be found on the Plymouth Online Directory ([POD](#)) where you can also find information about the SEND provision across the city, including MAP ([Schools](#)).

Contact Details

Special Educational Needs Coordinator (SENCO)	Sharon Higginson Sharon.Higginson@marineacademy.org.uk 01752 213939
Staff member with overall responsibility for pupils with Medical Needs	Ben Greenslade – First Aid Co-ordinator Ben.Greenslade@marineacademy.org.uk
SEN Governor	Lance Chatfield
Where is the Local Authority's Local Offer published?	https://www.plymouthonlinedirectory.com/plymouthlocaloffer
Contact details for support services for parents of pupils with Special Educational Needs.	Plymouth Information Advice and Support for SEND (PIAS) https://www.plymouthias.org.uk/ 01752 258933 pias@plymouth.gov.uk

Implementation

Questions	School Response								
<p>What kinds of special educational needs are provided for at Marine Academy Plymouth?</p>	<p>Marine Academy is fully inclusive and boasts a dedicated zone for inclusion, called the Well-Being Zone. It comprises of a sensory room, a classroom for taught interventions, a nurturing workspace for students to access as required and office space for staff to access with students on an individual basis. The Well-Being zone has a multitude of uses so provides dynamic personalised support for students. Examples include; timetabled sensory breaks, mental health support, and small group extraction for intensive input.</p> <p>Marine Academy caters for students with needs across all of the four broad areas of need. These include, but are not limited to, those listed within table 1. Students may have needs in one or more of these areas. Students who are identified as SEND each have an individual learning plan that is shared with all staff via Class Charts. The learning plan contains the information in relation to the need of the student as well as specific strategies to support them as an individual. In addition to this all students on the SEND register have a one- page profiles contained within SIMS, this profile is created collaboratively with students and parents to provide staff with a unique insight into how to build a successful positive relationship in order to maximise progress.</p> <p>All teaching and teaching support staff receive annual updates to ensure their training remains up to date. As such, all are able to differentiate and scaffold work to ensure all students have fair access to the curriculum and deliver learning in line with individual needs of the students (as informed by student learning plans). Provision for SEND is quality assured through learning walks, work scrutiny's, lesson observations as well as student and parent voice. SEND is also a focus area for the teaching and learning lead and is incorporated within lesson preparation checklists as well as monitored through coaching.</p> <p>Each student identified as SEND has a key adult allocated from the Well-Being team. This key adult will remain in regular contact with both the student and parent/carers to ensure any concerns / worries are promptly and effectively resolved.</p> <p>Table 1. Four areas of need with examples of found within Marine Academy.</p> <table border="1" data-bbox="264 1218 1517 1682"> <thead> <tr> <th data-bbox="264 1218 576 1346">Cognition and Learning</th> <th data-bbox="584 1218 887 1346">Communication and Interaction</th> <th data-bbox="895 1218 1198 1346">Social Emotional and Mental Health</th> <th data-bbox="1206 1218 1517 1346">Physical and Sensory</th> </tr> </thead> <tbody> <tr> <td data-bbox="264 1357 576 1682"> Dyslexia Dyspraxia Global developmental delay Moderate learning difficulty </td> <td data-bbox="584 1357 887 1682"> Autism Speech, Language and Communication needs </td> <td data-bbox="895 1357 1198 1682"> Anxiety ADHD OCD Tourette's </td> <td data-bbox="1206 1357 1517 1682"> Cerebral Palsy Hearing impairment Sight impairment Physical disability </td> </tr> </tbody> </table> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the</p>	Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical and Sensory	Dyslexia Dyspraxia Global developmental delay Moderate learning difficulty	Autism Speech, Language and Communication needs	Anxiety ADHD OCD Tourette's	Cerebral Palsy Hearing impairment Sight impairment Physical disability
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provision appropriate and accessible to meet the SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan 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 there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority 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 the agreement of the named school.

What are the policies for identifying children with SEND and assessing their needs?

Leadership within Marine Academy have worked collaboratively to ensure a rapid improvement in teaching and learning. A coaching model is now in place so that all staff can continue to improve so that we have quality first teaching. Our mission is to enable all students to access a broad and balanced curriculum, to foster independent learning and to develop lifelong skills. We believe that students achieve and learn best when they feel safe, healthy, confident and happy, therefore self-esteem and personal fulfilment are key factors in success.

For students who need extra support, work is differentiated (adapted to individual learning styles) in subject departments, with advice and support from the SEND team. At Marine Academy, we aim to secure early identification of students with additional needs and also to review and amend provision as required.

Where students continue to make less than expected progress, despite high quality teaching targeted at areas of need, the SEND Department will assess whether a student has a significant learning disability.

We use a number of indicators and methods to do this:

- The analysis of information, including entry profiles, reading ages, and student assessments.
- Parental concerns and experience.
- Tracking individual student progress over time in academic subjects.
- Communication with feeder/previous schools before transfer.
- Information from other services including specialist assessment and professional advice.
- The students own views.
- Teacher referrals.

The SEND team maintain a list of students identified through these procedures, which we review regularly.

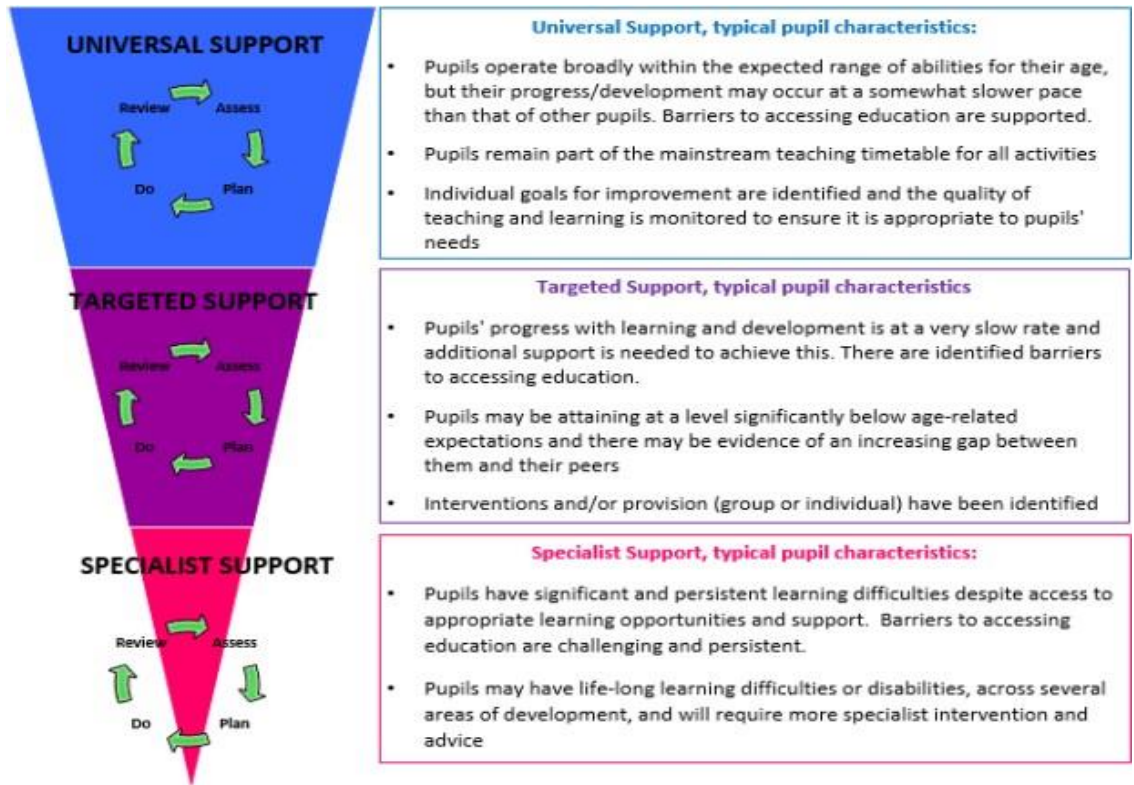
For some students more, in-depth individual assessment may be undertaken and a "Learning Plan" is established. This will happen using the following tools:

- Through Transition meetings held at our local feeder primary schools before the student joins us.
- Parents and Year 6 students attending a transition evening where families are able to meet the Tutor, Head of Year and the SEND team. Parents are encouraged to discuss their child's individual needs with the Tutor. This may, if considered necessary, lead to a separate meeting with the SENDCO to discuss next steps.
- Assessing literacy and numeracy levels

	<ul style="list-style-type: none"> • Consultation with class teachers, parents and the student <p>Learning plans are easily accessible for all class teachers via Class Charts, they detail the difficulties the student faces and strategies for the class teacher to address this.</p>
<p>How does Marine Academy Plymouth evaluate the effectiveness of the provision for children with SEND?</p>	<p>Subject and senior leaders alongside the SENCo measure the effectiveness of provisions made for pupils as part of their learning cycle reviews. This will include learning walks, work scrutiny's and student voice.</p> <p>Effectiveness of interventions are judged through a comparison of pre-assessment data, to mid and end assessments and evaluations.</p> <p>If a child is supported through the 'Team Around Me' process or an 'Early Help Assessment', the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p> <p>Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>Mrs. Higginson reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body.</p>
<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>Marine Academy see it as a priority to maintain effective communication with Parents/ Carers. All students have a tutor, and Heads of Year who will communicate with home. Students identified as having an additional need have an allocated key adult who is part of the Well-Being team. Key adults meet student's at least half-termly contacting parents to update following this. Throughout the year at Marine Academy the following main communications occur:</p> <ul style="list-style-type: none"> • Reports from the three twelve week learning cycles with data assessment points • Parent evening for each year group with class teachers • SEND review day for each year group • Annual reviews for students with Education, Health & Care Plan (EHCP) • SEND drop in days <p>Parents also have the ability to monitor students via the Class Charts app, providing daily feedback from all subjects and pastoral team alike. Parents will also receive copies of reports from external agencies alongside a summary of actions taken by Marine Academy where appropriate.</p> <p>Where specific needs are apparent, the Academy has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Plymouth Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early</p>

stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.



What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?

We have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's broad and balanced curriculum.

Quality first teaching in the classroom that includes adjusted plans and resources for individual students is the first step in responding to students who may have additional needs.

We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our Academy. Our highly skilled teachers will use techniques such as scaffolding to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND pupils needs, starting points and aspirations. Each lesson starts with retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and these links are made explicit to the children. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they happen. The

best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

What would high quality targeted classroom teaching look like for my child?

- The teacher would have the highest possible expectations for your child and all pupils in the class
- That all teaching is built on what your child already knows, can do and can understand
- Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson.
- Specific strategies (that may be suggested by the SENCo or professionals) are in place to support your child to learn.
- Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress

The academy recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEN in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants.

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the pupil themselves.

We are fully committed to ensuring that the Academy is accessible to all children and will always be happy to discuss individual requirements where necessary. The Academy has a number of ways in which it is accessible to all:

- Designated disabled parking space in the main car park
- Accessible toilet facilities
- Lifts either end of the main building
- The Academy grounds and outdoor learning are accessible for all children. Please see our

Accessibility Policy for further details.

What additional support for learning is available to pupils with special educational needs?

When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings.

The SENCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.

If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips, chromebooks or a reading pen.

<p>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</p>	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned induction process ensures that through meetings with feeder primary school settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children.</p> <p>The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to through the pastoral system, via tutors who have the initial morning contact, Assistant Head of Year or Head of Year. This is achieved through a comprehensive curriculum for children’s spiritual, moral, social and cultural development.</p> <p>Our Rewards and Behaviour Policy includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view behaviour as a form of communication. For children who may have complex social and emotional needs, a pastoral support plan may be put in place in agreement with parents and professionals.</p> <p>The school is a very calm environment because of the clear routines and structures in place across the school.</p>
<p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND.</p> <p>We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high-quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students’ needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that ‘All teachers are teachers of children with special educational needs’ to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. All Academy staff receive training when required. We have links with PIAS (Plymouth Information Advice and Support for SEND) to discuss services and ensure these are up to date.</p>

The SENCO attends termly SENCO updates to keep abreast of current legislation and practices. The school employs a Speech therapist as well as a Family Liaison Officer who is in school supporting individuals and groups of children who struggle with anxiety, managing their emotions and attitudes to learning. We also use a trained Therapy Dog (Little Bear) who helps regulate our pupils, as well as having our own school dog Charlie.

There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:

- The Communication and Interaction Team (CIT/CITEY)
- NHS Speech and Language Therapists (SaLT)
- The Educational Psychology Service
- School Nursing Service
- Child Development Centre
- Multi-Agency Support Team (MAST)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officer
- Banardo's
- Social Care
- Learning Mentor
- Plymouth Information Advise and Support Service (PIAS)
- ATAN (Advisory Teacher for Additional Needs)
- Jerimiah Journey
- Hidden Harm

How do we secure the equipment and facilities needed to support pupils with SEND?

The SENCo oversees the SEND budget and commissions services, such as our speech therapist and Inclusion teacher to meet the needs of current and future cohorts. As needs of students and cohorts are identified, or change, specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENCo, for example buying Reader pens to support identified students.

We work closely with Occupational Therapists and acting on advice from them, a number of pupils have access to learning aids such as ergonomic pens, pencil grips, wobble cushions or fidget toys. Other pupils have been enabled through the use of tablets or Dictaphones to record their learning, or may attend lessons virtually through our robot, Av1.

Our school is wheelchair accessible from certain points and we have disabled toilet facilities and a wet-room shower facility. We have an accessibility plan which is reviewed regularly.

If appropriate we would access further support and advice from outside agencies through the TAM process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.

<p>How do we consult with the parents of children with SEND and involve them in their child's education?</p>	<p>From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. Daily opportunities for contact are provided at the end of the school day with staff on duty at the school gate. If a longer conversation is felt necessary then a time can be made with the tutor, Assistant Head of Year or key adult from Well Being. Arrangements can be made to speak in more detail to the SENCo at any time by appointment.</p> <p>Our universal offer also includes the progress of all children being reported to parents through learning cycle reports, at the end of each twelve-week cycle alongside an annual parents evening. SEND students have additional reviews termly to ensure correct provision is in place to enable good progress and have a key adult that communicates with parents on a regular basis.</p> <p>Parents of children with special educational needs are at the heart of the decision-making process with regards to the provision for that child. Provisions are reviewed regularly with the parents. The TAM (Team Around Me) process allows for a close working relationship between the school and parents.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENCo to review progress. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p>
<p>How do we consult with children with SEND and involve them in their education?</p>	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their emotional age. Class teachers, teaching assistants and school leaders are always available to listen to children's opinions, questions and points of view. The SENDco spends time with individuals to gain their thoughts as part of the annual review and the TAM processes.</p> <p>Children are helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with children and their parents/carers.</p>
<p>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</p>	<p>If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the SENCo. A parent is free to contact the SENCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Mrs. Higginson is the Special Educational Needs Coordinator (SENCo). If you have any concerns regarding your child's learning, she can be contacted directly via the Academy email address, Sharon.Higginson@maineacademy.org.uk or an appointment can be made to see her through our admin team. If you would like to make a complaint, then please follow the Academy's Complaints Policy.</p>

<p>How do we involve outside agencies in meeting children's SEND and supporting their families?</p>	<p>We have established relationships with outside agencies including the Educational Psychology Services and health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases, parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>
<p>How will children be supported when moving to a new class or when joining or leaving the Academy?</p>	<p>We recognise that transitions for a student with additional needs will need careful planning and take steps to ensure that any transition is as smooth as possible.</p> <p>If a student is moving to another school:</p> <ul style="list-style-type: none"> ● We will contact the school SENCO and ensure they know about any special arrangements or support needed. ● We will transfer all records as soon as possible. ● Careers information, advice and guidance (CIAG), careers conventions, and support will be available and accessible during both key stages to inform option choices, career paths and post 16 choices. ● The SENCO may arrange additional visits for students identified as having SEND and hold additional meetings with parents and any other services who have been involved with the student. ● Students may have an enhanced transition program personalised to their needs. <p>In Year 6:</p> <ul style="list-style-type: none"> ● SENCO and Head of Year 7 will meet the Year 6 teacher and/or SENCO to discuss the specific needs of the student. ● The SENCO and Head of Year 7 will meet the student to discuss and plan the transition ● Where possible the student will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in their current school (enhanced transition). ● Students with Education, Health & Care Plan (EHCP) will have a personalised transition program as well as accessing the main transition in place for all students joining the School in Year 7. Transition starts as early as possible in order to make the students as prepared as possible for September. Communication between all parties is vital in ensuring as much information as possible is shared between the student, parents and staff from both schools. <p>In year 11 (if students decide to move):</p> <ul style="list-style-type: none"> ● Students with Education, Health & Care Plan (EHCP) will have a personalised transition program. Transition starts as early as possible in order to make the students as prepared as possible. Communication between all parties is vital in ensuring as much information as possible is shared between the student, parents and staff from both schools/colleges. ● Where possible the student will visit their new school/college on several occasions, and in some cases, staff from the new school will visit your child in their current school (enhanced transition).

<p>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</p>	<p>The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: https://www.plymouthonlinedirectory.com</p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf</p>
<p>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</p>	<p>The Subject Teacher is responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCo know as necessary. • Personalised high quality teaching of your child • Ensuring that the School's Information report and policy is followed in their classroom for all pupils with SEN <p>The SENCo is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the Schools SEN Information Report and Policy • Co-ordinating all of the support for pupils with SEN • Ensuring that you are: <ul style="list-style-type: none"> I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your child is doing • liaising with all other professionals who may be coming in to school to support your child • Updating the schools SEN Register and making sure that the records of your child's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress. <p>The Principal is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for pupils with SEND. • The Principal will make sure that the governing body are kept up to date about issues relating to SEN. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure the necessary support is given for any child with SEND that attends the academy

Impact

What has gone well this year?

- All SEN pupils are accessing our broad and ambitious curriculum which is captured through learning walks and pupil voice which demonstrate that children and young people feel supported and happy in their setting;
- We have a high level of expertise in supporting pupils with SEND;
- We continue to deliver a range of interventions to reduce the impact of speech, language and communication needs on learning and attainment.
- We have developed strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for pupils with SEN.
- We have developed strong links with feeder primary schools to ensure a quality transition for all pupils.
- We have five fully equipped sensory pods that are used to support students
- We have a new alternative provision to support students who are struggling to engage with their education.
- We have two working school therapy dogs that provide support for students with emotional needs