

SEN Report

Our approach to teaching children with SEND

At The Elland Academy we strive to support all children to enable them to enjoy their learning and reach their full potential.

We promote a 'whole school approach' to teaching and learning which involves staff adopting a model of high quality inclusive practice. This aims to:

- provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs
- maximise each student's opportunities to experience success and achievement and to develop a positive self-image
- to remove barriers to learning by understanding the needs of all students

What kinds of needs can be supported at our academy?

As an inclusive academy, students with every type of need, including all categories of SEND but predominately SEMH, are supported at The Elland and we endeavour to ensure that every student in our academy makes good progress and is well prepared for either the next stage of their education or post 16.

Who can I talk to about my child's needs?

The PLA

Mrs King – Primary Lead and SENCo

Mr Brown –SENCO (Secondary)

Mrs Harris – Head of Academy

How are children's needs identified?

All students are different, so at The Elland we spend time identifying the individual needs of all students, whether they have a special educational need or not, before they enter the academy and throughout their time with us.

Usually we are informed about their needs by referring academies; sometimes by external agencies already working with them; sometimes needs are identified as we get to know the student and realise that they are not making the expected progress either academically or socially, emotionally and mentally, often because they have significant barriers to education.

How are children's needs identified before they start at our school?

As soon as we know that a student will definitely be attending our academy we gather information about each child so we can plan for his/her needs and ensure that he/she settles into our academy happily and makes good progress both academically and with regards to their SEMH.

We gather information by a variety of means:

Parent information meetings

Discussions with any outside organisations or agencies previously involved with the child

Working with referring schools or educational settings

Home visits for LAC students

How are children's needs identified whilst children are at our school?

By working with the children

Observations by academy staff and weekly team meetings

Regular contact with their allocated PLA

Scrutiny of students work. All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each students, half termly, in order to ensure that all students are making good progress and will achieve their targets.

By a Parent telling us

By informally talking to the PLA either over the phone or face to face.

Review meetings

At a meeting with the school's Special Educational Needs Co-ordinator

Teacher assessments

☑ Scrutiny of students work. Teachers assess all students' progress and achievement in every lesson. Academic achievement and progress information is collected for each student, half-termly, in order to ensure that all students are making good progress and will achieve their outcomes. Teachers also hold half-termly student progress meetings in which barriers to learning are identified and decisions taken on how to improve engagement progress and maximise outcomes.

Other information that may be used to identify pupil needs

We also use other sources of information to ensure that students are engaged and do not need any other support. These include:

analysis of behaviour records

information from another school a pupil has attended

other agencies

monitoring of whole school and SEND data

How do we work in partnership with parents/carers of children with SEND?

We try to work closely with all our parents/carers to ensure that all students are settled and make to make expected progress. Working in partnership with parents/carers of students with SEND is even more important, so we also do the following:

Communicate regularly and informally through the allocated PLA

Have an open door policy so that parents can at a mutually convenient time meet with key academy staff.. Meetings may also be held with other members of the Senior Leadership Team.

Half termly review meetings are held with PLA overseen by the SENCo.

Provide parents/carers with a copies of their child's progress report which include attendance, behaviour, exclusion, interventions and strategies to use in the class.

Annual Reviews for children with EHCP plans.

How do we support children with SEND?

How do we enable children with SEND to make decisions about their education?

We encourage all students to be involved in making decisions about their own education. All students are expected to evaluate their own progress and discuss their needs with their PLA. We do this through:

- Regular meetings with their allocated PLA
- Review meetings with parents/carers/referring school

Children with SEND support

Some students have planned interventions which are recorded on the SEND provision map outlining the extra support they receive in order to achieve additional agreed outcomes. These outcomes are decided by the SENCO and the pastoral team. PLA or SENCO can provide parents/carers and students a copy of the provision that has been organised.

Children with an Educational Health Care (EHC) plan or statement of SEND

In addition to half termly review meetings, we also hold Annual Review meetings in partnership with the referring school for those students that have an EHCP. We work with the parents and students and invite all the people needed, including health care professionals, to review the progress made against the outcomes in the EHC plan. We also aim to include the student's views in this meeting as appropriate. This will include any information that the students wishes to share with the adults involved, including important information about their views and aims in life. Students may also attend the whole of the Annual Review Meeting, part of the meeting, or just state their views.

How do we help children when they move to our school?

Before any student moves to our academy, we try to find out as much about them as possible to help them settle in quickly. We contact his/her previous educational setting and meet with parents to complete the admission procedures and all our new students come and visit the academy prior to starting. All students are allocated a PLA (except primary) who then becomes the caseworker for that student. The first review meeting is held four weeks after the students starts so all professionals and parents can review placement.

How do we help children when they move to another school?

Whenever any child moves to another school, we always pass on school records to the new school.

If a child has SEND we also:

Pass on all SEND records

Liaise with the SENCO or a member of the senior management team at the new school to clarify any information and provide any necessary advice

How do we help children when they move between classes and /or phases of education?

Due to the nature of our academy all staff know all students and all students have access to the entire academy.

How are adaptations made to help children with SEN?

Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your students' needs are met.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis, if needed, to meet each student learning needs.

A number of interventions, which support learning, depending on the particular needs of individual student, are organized.

Staff are trained in delivering interventions, as necessary, to meet current and emerging SEND.

What SEND skills and training do our staff have? Training completed

Staff members

All staff

Are trained in the requirements of:

The new SEND Code of Practice

The Equality Act

All general academy policies on teaching and learning and behaviour management, including information on how to include children with SEND

Teaching Assistants and Learning Support Assistants	Individual members of staff have attended courses relating to the particular needs of children they support. This has included topics such as: working with children with speech and language difficulties, social communication difficulties and managing challenging behaviour. Our Teaching Assistants (depending on their roles) have had training in the following areas: Speech and language (SLT) programmes Occupational Therapy (OT) programmes Behaviour Management Autistic Spectrum Disorders (ASD) Phonics Reading support Writing support Maths support
Teaching staff	Autistic Spectrum Disorders (ASD) Assessment Behaviour Management Differentiation/scaffolding Moderation
SEND leadership	Masters in Special Educational Needs and Inclusive Education CCET