



SEN Report 2021/22

The SEN information report is a requirement under section 69 of the Children and Families act 2014.

At The Elland Academy we are committed to working together with all members of our school community. The local authorities and other services set out a Local Offer of all services available to support children who are disabled or who have special educational needs and their families. The local offer enables families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer includes provision from birth to 25, across education, health and social care.

The kinds of special educational needs that are provided for in school.

The Elland Academy is an Alternative Provision Free School which supports students with every type of Special educational need and disability. At The Elland Academy 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.

Special educational needs are classified in four main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014.)

These are:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and/or physical.

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

The Academy SENCo is Mrs Simone King and can be contacted at The Elland Academy **0113 2127010** or emailed at info@ellandacademy.org.uk

How are children's needs identified?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age:**
or
- (b) (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools . “**

All students are different, so at The Elland we spend time identifying the individual, holistic needs of all students when they enter the academy and throughout their time with us.

On entry, staff work with all pupils to complete comprehensive baseline assessments. On-going teacher assessments are completed and regular spotlight meetings are used to discuss and analyse pupils' attainment and progress. In addition, different or specific assessment tools are used when it is identified that a child is making less than expected progress.

In identifying pupils needs, the school uses a variety of methods including, but not exclusively;

- Information gained through meetings with the child's previous setting;
- Concerns raised by a parent / carer;
- Significantly lower than expected levels of achievement and/ or rates of progress;
- Concerns raised by a member of staff;
- Information gained through meeting with other professionals that might be in contact with the child.

Additional assessments may be conducted to ascertain need. These may include;

- Dyslexia Screening test
- Visual stress test
- Thrive profiling
- Psychometric testing
- Additional observations by SENCo or external professionals

At The Elland Academy we provide provision that is 'additional to or different from' the normal differentiated curriculum in a mainstream school. This is intended to overcome the barrier to their learning. Children and young people can fall behind in school for lots of reasons. They may have been absent from school and/or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all. They may be worried about different things that distract them from learning. At The Elland Academy we are committed to ensuring that all children have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

How does the Academy know if my child has Special Educational Needs?

The Elland Academy works very closely with staff in our collaborative group of schools to ensure a smooth transition for our students. Our SENCO liaises very closely with school staff, parents and carers to ensure that all relevant information is transferred with the students. This information is then used by teachers to support the development of differentiated and accessible learning. All students take assessment on entry. In addition to the information already provided by their school the results of these assessments are analysed to identify any possible areas of concern. If a teacher considers that a student is having difficulties with the curriculum and with appropriate intervention is failing to make progress they will liaise with the SENCO who will ensure additional specialist assessments take place. Appropriate interventions will then be put in place to address the area of difficulty. These interventions will be reviewed regularly and the outcomes reported to parents/carers. At times it may be appropriate to seek the advice of external agencies.

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

We firmly believe that students' learning is helped through parents and the academy working together to ensure that each child receives the encouragement and support needed to develop his/her potential. We work closely with parents/carers to ensure that all students are settled and make expected progress. Working in partnership with parents/carers of students with SEND is even more important. We listen to what parents and carers tell us about their children and use that information in the Academy to make sure everyone who works with a child understands their needs. The Academy keeps all parents fully informed and involved by ensuring that parents with children on the SEND register are aware of this and that they know what this means. We do this by

- ensuring that parents are aware of the support that is available.
- providing information on SEND procedures and processes.
- ensuring that the review process seeks and takes account of the parent and students views.
- seeking parental consent to source external provision from outside agencies.
- ensuring that parents are clear on whether their child is making progress.

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

Involving a young person in their own learning is a vital part of assessing and supporting their progress. 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:

- ensuring that all staff develop effective relationships with the children to support their engagement.
- being open and honest.
- by taking account of the children's views.
- providing support around the next steps in learning.

How do we support children with SEND?

We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school where lessons are planned to the individual needs of the students. Each student is treated as an individual and as such their curriculum is personalised to their specific needs and abilities. Teachers use a range of creative teaching strategies to engage all learners in all areas of the curriculum.

We liaise with parents, staff and outside agencies in order to support our students through their learning journey in addition to their emotional and social needs. This will include access to a personal learning advocate. Each learner identified as having SEN is entitled to support that is additional to or different from a normal differentiated curriculum available in mainstream. The types of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake to support learners with SEN across the year groups. We monitor progress for all learners, and staff continually assess ensuring that learning is taking place. We have a whole school system for monitoring progress including regular spotlight meetings.

Staff development is very important at The Elland Academy and as such the school has a full professional development plan in place for all staff. Staff are able to request specific training as part

of their professional development. The Elland Academy is committed to the Thrive Programme. Thrive is a specific way of working with children that helps them to develop their social and emotional wellbeing, enabling them to engage with life and learning. It can also address any troubling behaviours, providing a firm foundation for academic attainment.

For children with an Educational Health Care (EHC) plan or statement of SEND, we also hold Annual Review meetings in partnership with the referring school. 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 does The Elland Academy Support Emotional and Social Development?

Staff plan activities on a daily basis that will help students to develop their social and emotional skills and wellbeing. All students have a personal learning advocate who supports them throughout their time with us. We discuss any problems with parents/carers and develop plans to support the students with this. We also have a trained counsellor available to support as needed and with regular planned sessions where appropriate. Our teachers and additional staff are highly effective at recognising when students are showing signs of anxiety and will always support the student in an appropriate manner.

The Elland Academy has a strict anti-bullying policy (available on the web site) which emphasises that bullying is not acceptable and must be totally discouraged. We aim to provide a consistent school response to any bullying and incidents of harassment that may occur.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within The Elland Academy. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Children, Parents/carers and their teaching and support staff will be directly involved in reviewing progress. If a student has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually. The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school is also monitored by Delta Academies Trust and Ofsted.

How does The Elland Academy work with parents ?

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How does The Elland Academy work with students with SEN?

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- Taking account of the children's views.
- Providing support around the next steps in learning.

Providing Support Through Transition at The Elland Academy

When students move to and from The Elland Academy there is an extensive programme of transition work that takes place on an individual basis. All transition is supported by the student's allocated PLA. The SENCO liaises very closely with staff and students and if needed extra visits and sessions will be made available. The school will also liaise with further education providers and colleges to ensure appropriate information is passed on and to enable a smooth transition for students.

Who can I contact with respect to a compliment, concern or complaint?

Mrs Simone King SENCO

Mr Ed Staton Head of Academy

Mrs Jo Pittard Executive Principal

Ms Lesley Bailey Chair of Governors

All the above can be contacted by email info@ellandacademy.org.uk