

## **SEN Information Report 2019-2020**

The Academy's SENCO is Miss C Hornsby who can be contacted via the Academy  
on

0191 594 6330

### **Types of SEN that are provided for**

Castle View Enterprise Academy is a mainstream setting where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence

Students on the SEND register are under the four areas of the Code of Practice (CoP);

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health and
- Sensory and physical

Students may be identified under more than one area of the CoP

### **Identify pupil with SEN and assessing their needs**

On entry to the Academy all students take the Access Reading Test and Vernon Spelling Tests. These results, along with Key Stage 2 data, provides a baseline of assessment information to help with the identification of student with SEND and is also used for banding purposes.

All feeder primary schools are contact regarding students already on the SEND register, and files are transferred from the primary schools. The SENCO circulates information regarding SEND students prior to the start of the academic year. Further information such as Co-ordinated Care plans and Student Profiles are distributed after the October half-term after further information is collated.

### **Screening and Diagnostic Assessment in the Academy for the Intervention of SEND**

The Academy liaises closely with parents, other schools and agencies to identify issues for support through communication. We also identify concerns through pupil voice and teacher comment. Intervention strategies are put in place by departments who may also refer. Interim report, parental reviews and review meetings are also used.

Identification can also be via regularly screening as follows:

All students:

- SATS on entry
- Biannual Access Reading test
- Biannual Vernon Spelling tests
- Half termly departmental tests

If screening or liaison reveals concerns then a range of diagnostic tests are utilised in the Academy in addition to outside agency tests via referral.

Diagnostic tests include:

- SNAP for behaviour
- Boxhall Profile for behaviour
- Behaviour screening for observations
- WRAT for Literacy/Numeracy
- WRIT for Literacy/Numeracy
- Range of processing speed tests
- Tests provided by Educational Psychologist as needed
- LEXIA and BKSB

It is essential that a full picture of the student is acquired so that the best intervention can be put into place.

Students on the SEND register are reviewed throughout the year, sometimes with Heads of Year, key members of staff working with the students or the SENCo. Those with an EHCP also have an annual review.

Students may be entered onto the register or have their SEND stage changed at any time during the year as need arises. The Academy has a referral system which enables curriculum and pastoral staff to register concerns and request input by the SENCo.

The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them.

All parents of students with additional needs will be treated as partners and given the necessary support to play an active and valued role in their child's education.

### Education, Health and Care plans

Where a student with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority (Together for Children-TfC) for an Education, Health and Care Plan may be

considered. Parents, the Local Authority (TfC) 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 (TfC) Website.

### **Parents/carers and students involved in discussing, planning and supporting education**

Reporting to parents on student progress is done formally through three data returns throughout the year. This is followed up by a Parents' Evening at which you will be able to discuss this report with subject teachers, Tutors and members of the senior staff.

For students on the SEND register, parents and appropriate professionals are invited to reviews approximately 3 times a year. Co-ordinated care plans are updated in these meeting using the plan-do-review cycle. It is important to the Academy that both student and parent/carer voice are evident in all decisions made about a child.

### **Arrangements for assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- In Key Stage 4, some students will be assessed for exam arrangements e.g. small room, extra time, prompt, reader and use of laptop.

- For all student, internal assessments are completed half termly, data is shared with parents three times a year, and through a parents evening.

## **Supporting pupils moving between phrases and preparing for adulthood**

### Joining Castle View Enterprise Academy

Transition into Castle View Enterprise Academy is very carefully planned from year 6 onwards. CVEA have a range of staff that attend the local primaries on a regular basis throughout Year 6 and offer a range of activities including: dance, cricket and also a full range of bespoke events. CVEA also provide Transition days throughout the year and provide parental events to provide clear information so that parents can reassure their children at this important time. Links with the local primaries are strong and information is shared that is pertinent for their ongoing support. Students with SEND are offered additional visits to CVEA including one to one as part of their planned induction. The SENCO is also invited to any relevant meetings or SEN reviews during Year 6 so that support plans can be developed prior to induction. Students who are vulnerable on transition may be allocated a place in a small group for a limited period of time to reduce anxiety. This will be reviewed termly.

### Post 16 Provision

We will share information with the Academy, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition meetings and visits are arranged where required, with staff from CVEA supporting families with visits to alternative provisions where necessary. All teaching staff receive co-ordinated care plans and student passports at the beginning of each year to support pupils moving between phases in school. All pupils with an EHCP are offered an appointment with Connexions, with their parent/carer, in year 11 to help pupils preparing for adulthood.

## **Approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- LEXIA
- BKSB
- Reading Comprehension
- Spelling
- SEAL type activities

- Social skills
- 1:1 mentoring
- Peer mentoring
- Peer Reading
- SNAP-B
- MIND
- Friendship groups
- MINDVIEW
- Clicker-7
- ELKLAN
- Individualised plan e.g. telling the time, word finding

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning that is available for student with SEN and working with other agencies**

The following is a list of key staff and their responsibilities.

<b>Key Role</b>	<b>Name</b>	<b>Role/ Responsibility</b>	<b>Qualifications for SEND</b>
SENCo	Claire Hornsby	Whole School responsibility for the organisation and management of SEND  Medical lead	National SENCO Qualification. Dyslexia Qualification. Range of SEND courses. Mental Health First Aid. Administering medication, writing medical plans, medical policy training.

Teacher of English/ SEN Assistant SENCo	Leanne Diamond	Year 7 Nurture Teacher Completing assessment for Exam Arrangements	Postgraduate Certificate in Specific Learning Difficulties (Dyslexia). Range of SEND courses. Mental Health First Aid.
Teacher of English/ SEN	Laura Miller	Year 8 Nurture Teacher	Range of SEND courses
Teacher of Geography/ SEN	Carly Boulter	Year 7 Nurture Teacher	Range of SEND CPD
Vice Principal	Anthony Marshall	Whole School responsibility for attendance and behaviour	TEAM TEACH trainer
HLTA	Maria Robson	Lead on ELKLAN, BKSB, LEXIA and EHCP support	ELKLAN trained, LEXIA trained. HLTA. Range of SEND courses
TA	Esther Meek	Lead on physical needs	Manual Handling Training. Adapted sports training. Anti-bullying training. Range of risk and resilience projects
TA	Angela Payne	Lead on ASD	ASD training. Level 2 counselling
Pastoral Manager- Year 7	Christopher Rainbow	Student Welfare Officer Mentoring	
Pastoral Manager- Year 8	Damien Peel	Student Welfare Officer Mentoring	
Pastoral Manager- Year 9	Alyson Turner	Student Welfare Officer Mentoring	
Pastoral Manager- Year 10	Claudia Zakaidze	Student Welfare Officer Mentoring	
Welfare Officer	Gillian Roberts	Student Welfare Officer Mentoring SNAP-B lead	Level 2 and 3 counselling

The Academy works with the following agencies to provide support for pupils with SEN:

Agency	Referral Route	Provision
Educational Psychologist	Independent. Funded directly by Academy.	Individualised assessments/planning of provision
School Nurse	Direct referral	Attends Child Protection/CIN meetings.  Health assessments via referral.
Wear Kids	Referral via Single Referral form.	One to one mentoring.
Autism Outreach Service	Referrals can be made from parents or any professionals following confirmation of diagnosis.	Attendance at annual review if available/transition support.  Referrals for specific difficulties in school via school referral.
Language and learning	Direct referral for student working significantly behind their peers academically	One to one assessment, and intervention provided if required
Hearing Impairment Service	Referral from Audiology	Quarterly Review

Early help	Referral via Early Help Panel- request form completed by parent at school then referral to Early Help Panel	Individualised programme based on need of family/ child
YDAP	Direct referral	One to one support.
Risk and Resilience Team	Agreement via liaison.	Targeted group work re vulnerable/high risk groups
CAHMS	Direct referral	Range of delivery
CYPS	Direct referral	Range of delivery
Social Care	Via referral to Together for Children	CIN assessment or strategy
Speech and Language Service	Direct referral for extreme cases only	One to one assessments, ongoing support if required
Physical Team	Referral from consultants or school	Bespoke provision
Occupational/physiotherapists	Medical referrals	Limited reports.
MIND	Referral from purchased sessions by Academy	MIND Sessions

Paediatrics	Direct referral	Appointment, which could lead to further assessment or referral
Gender Identify Support Service	Direct referral	Bespoke provision based on individual need
Returners	Referral through CPP panel	Small group provision for students with attendance under 50%

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

### **Supporting students and families**

- Parents may access the Local Authority Local Offer on the Sunderland Council Website, a link to this can be found on the school website.
- School Information Report provides details of current provision which is accessible on the Academy website.
- Castle View Enterprise Academy is committed to a multi-agency approach
- Castle View Enterprise Academy is committed to inclusive education and the policy for admission arrangements is available on the Academy website.
- Special Exam Arrangements are available according to current JCQ regulations and administered via the exams officer and SENCO.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half term/term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **Enabling pupils with SEN to engage in activities available to those in the Academy who do not have SEN**

Castle View Enterprise Academy is fully inclusive and prides itself on every child having the opportunity to achieve his or her personal best.

All of our extra-curricular activities and Academy visits are available to all our pupils, including our before-and after-Academy clubs.

All pupils are encouraged to take part in Sporting Activities, School trips and Performances

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The Academy offers a wide range of trips and visits which are offered to all students. Where needed and accessible additional arrangements are made for students to participate.

### Music Tuition

Tuition on a variety of musical instruments is provided by specialist teachers. Lessons take place throughout the Academy day and most often involve students missing part of normal lessons although this is designed to be on a rota basis to avoid the same lesson being missed every week. Tuition may not be free; payment is spread across the year, and due termly.

### Extra-Curricular Activities

We are committed to see a wide range of activities taking place outside school hours. Examples of the kinds of activities we envisage are Art Club, Badminton, Breakfast Club, Craft club, Cookery and Catering Classes, Choirs, Dance, Drama and Productions, Enterprise Club, Fitness Training, Homework Club, Singing, Sports Clubs, Swimming and Table Tennis.

### Sport

Sport plays a key role in Academy life, both within lessons, after Academy hours and at weekends.

The wide variety of sporting activities offered are listed below with in-house and/or inter-school teams operating

Aerobics, Athletics, Badminton, Basketball, Cricket, Cross-Country, Fitness, Football, Hockey, Netball, Orienteering, Rounders, Rugby, Swimming, Table Tennis, Tennis, Volleyball, Dodgeball and Golf.

## The House System

Healthy competition is very much part of the Academy ethos and, to this end, all students and staff (except the Principal) are permanent members of one of the three Academy Houses, each of which is named after one of our reservoirs here in the North-East:

Derwent (House Colour: Purple) Fontburn (House Colour: Green) Kielder (House Colour: Silver)

Inter-House competitions are always the focus of tremendous pride and passion, and students will be encouraged to consider it a great honour to represent their House. These competitions range from sport to craft, from creativity to chess, and incorporate the Golden Merit system across Years 7-11. Trophies and House Points are awarded for a variety of these events, culminating in the end-of-year total which decides the winning House. This overall House Cup is awarded at the Sport and House Awards Evening.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the Academy council
- Interventions such as SEAL, friendship groups. Social skills groups
- Access to MIND counsellor
- Access to Head of Year Mentoring and Monitoring
- Life Skills Curriculum in Year 7 and 8
- SNAP-B
- Referrals to outside agencies e.g. CAMHS and CYPS
- Student Voice

We have a zero tolerance approach to bullying.

### **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

Any complaints can be made directly to Miss C Hornsby, SENCO or Mrs J Bridges, Principal or the Complaints Policy can be accessed on the Academy website.

### **The Local Authority Offer**

The local offer can also be accessed which publish information about provisions that are available in the local area for children and young people from 0 to 25, who have special educational needs and disabilities. The link for the local offer is <https://sunderland.fsd.org.uk/kb5/sunderland/directory/home.page> Alternativ

ely you can search for [www.sunderland servicedirectory.co.uk](http://www.sunderland servicedirectory.co.uk) which will take you to the new site.