



Special Educational Needs and Disabilities (SEND) Information Report 2018

Our vision for learners with SEND:

We believe that every child in every school should aspire to achieve their potential. We embrace the philosophy of learning for all and strive to prepare the students in our schools for their future in their time. We aim to deliver excellent leadership, excellent teaching and excellent learning for children and young people with SEND in order that they are guided to fulfil their ambitions and be ready to move on in the next stage of their lives.

What is a SEND Information Report and why have we written one for the Multi-Academy Trust?

In the SEND Code of Practice 2015, it is stipulated that all schools write a document which outlines how their SEND Policy works in practice. Each of our Trust schools has an individual SEND Information Report which is published on their website. There is no set format though it should be accessible and informative.

This report is intended to provide an overview of how SEND is addressed across Acorn Education Trust. It outlines some common practice and why such practice is implemented. It also is designed to offer an insight into our philosophy around SEND and what we aim to achieve.

What is SEND?

Special Educational Needs and Disabilities is defined in the 2015 SEND Code of Practice as below:

“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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

(DoH and Dfe 2015, Special Educational Needs and Disabilities Code of Practice, p15-16)

What is our approach to SEND?

Fundamentally, we believe that every child, young person and adult has the right to be included in the community and this encompasses school. We make every effort to include children with SEND in all of our schools and aim to create an inclusive culture. We welcome diversity and feel this is critical to preparing all children for the future.

We believe in progress for all and hold high expectations of all learners regardless of their SEND. We aspire to always learn more about SEND and the latest news and research. We aim to offer high quality provision in order to meet the needs of children and young people in our schools aged from 3 to 19. By adopting this sometimes challenging approach, we target the best possible outcomes for all our learners with SEND.

What SEND do we provide for?

Within our schools, we cater for learners with a wide variety of SEND. Within this, we can support children in the four broad areas of SEND as outlined in the Code of Practice:

- Communication and interaction, for example, Speech, Language and Communication Needs and Autistic Spectrum Disorder.
- Cognition and learning including dyslexia, dyspraxia, dyscalculia and moderate learning difficulties.
- Social, emotional and mental health difficulties including ADHD, attachment disorders, depression, anxiety and other MH needs.
- Sensory and/or physical needs including Visual Impairment, Hearing Impairment and those with physical disabilities.

We are keen to learn more about different SEND. If your child's SEND is not mentioned above, please do contact their school's SENCo or the SEND Director in order that we can be advised as to their needs.

How do we identify SEND?

The exact approach to identification varies from school to school within the Trust. However, broadly speaking class teachers are usually first to notice SEND in their classrooms. All schools also have a whole-school system to assess pupils in line with the national curriculum. Where pupils are not progressing or persistently not meeting age related expectations despite intervention from the class teacher, it is expected that the teacher would consult with the SENCo and/or Headteacher of the school to raise a concern.

Within the Trust, we are in the process of developing a team of staff who are able to visit primary schools in order to assess children for whom there are concerns raised. This may involve a more in-depth look at reading, spelling or numeracy or indeed a different assessment. This is personalised to the child's need. This sort of assessment furnishes us with a more detailed picture of the nature of the difficulty and assists in the first part of the graduated response to SEND.

What is our response to identification of SEND?

All schools in Acorn Education Trust adopt a graduated response to SEND. This system involves a process of:

- Assess
- Plan
- Do
- Review

Following assessment of need from either the individual school or involvement from personnel within the Trust, a plan is put in place to support a learner. At this stage, a child may or may not be placed on the SEND register of the school. This plan is then executed by the school and a review is undertaken following a period of intervention. The cycle then begins again.

Some Trust schools are using an SEN Passport document to monitor the graduated response system for individual pupils. The SEN Passport tracks a child for the time for which they remain at SEN Support level on the SEND register and can include their whole primary education.

At Kingdown School, alternative paperwork is employed, but remains in line with the graduated response to SEND.

What should parents/carers do if they have a concern about their child's learning?

We always welcome contact with parents and carers. In the first instance, parents /carers should talk to their child's class teacher or form tutor. Usually, concerns can be easily addressed at this level and passed on to the appropriate people in order that action is undertaken. Parents/carers may also seek advice from the school's SENCo or headteacher. Moreover, if concerns persist despite these avenues of support, a parent/carer may contact the SEND Director for Acorn Education Trust.

How do we monitor the progress of children with SEND?

Firstly, each child's progress is the responsibility of their class teacher regardless of whether a child does or does not have SEND. It is planned that every primary school within the Trust will begin to use identical assessment procedures. This will enable the school's SENCo to track the progress of children with SEND at each data collection point and more informally during the terms. The SEND Director may ask schools to produce a summary of the progress of children with SEND at each school and intended action going forward.

In all Trust schools, the performance of children with SEND is given a high priority in Pupil Performance Monitoring meetings and as part of learning walks and evaluation weeks.

At Kingdown School, Year 11 SEND students are tracked directly by the SEND Director/SENCo. Other year groups are monitored by other members of the SEND team. Each year, a review of intervention takes place to monitor the impact of literacy and numeracy based interventions on the progress of children against standardised test scores.

What provision do we have for learners with SEND?

The provision for learners with SEND can be found in the individual school's SEND Information report.

We are also developing Acorn Education Trust SEND provision and plan in the future to create more opportunities for:

- Forest school and outdoor learning
- Alternative provision for children with SEMH and ASD needs
- Increased opportunities for assessment of those with SEND
- Further provision for specialist speech and language intervention

How do we evaluate provision to ensure that it is effective?

How do we promote inclusion of children with SEND?

What steps are put in place to support transition?

Which agencies work with Acorn Education Trust in schools?

What should a parent or carer do if they are dissatisfied or have a concern about matters relating to SEND?

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