



Sir Robert Pattinson Academy
Via diversa vita una

SEND Information Report

October 2021

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What is meant by Special Educational Needs/Disabilities (SEND)?

A child may have special educational needs/disabilities if they have a learning difficulty or disability which may require special educational provision to be made for them.

- The child may have a significantly greater difficulty in learning than children of the same age.
- Has a disability which prevents or hinders them from using facilities generally provided for others of the same age within a mainstream academy.



What is the local SEND offer?

Sir Robert Pattinson Academy is committed to supporting all pupils to achieve their potential, including those who have Special Educational Needs/Disability. The SEND Local Offer sets out information about the provision of support the Academy is able to offer youngsters who have SEND. It also contains information about the assessment of learning difficulties, what parents should do if they are concerned about their child's learning or well-being and the processes the Academy engages in regarding SEND assessment provision and review.

Sir Robert Pattinson is an inclusive Academy and may offer a range of provision to support pupils with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment either internally by Academy staff or by specialists from external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should be seen as part of the Academy's learning offer and not in isolation.

The Academy endeavours to work in partnership with parents and pupils in all aspects of Academy life. Parents of pupils with SEND and the pupils themselves will be involved in identification, assessment and decision making from the very beginning of the process. In the spirit of 'coproduction' encouraged by the SEND Code of Practice 2014, we will work together to ensure, to the best of our ability, that your child's needs are met.



Where can I find the SEND Code of Practice (0-25years) 2014?

As part of the new Children and Families Bill the Government passed a new SEND Code of Practice into law in June 2014. The new legislation came into practice, for Academy's, from 1st September 2014. It can be found on our Academy website. It is very different from the previous Code of Practice and has a renewed focus on the involvement of pupils and their parents in decision making and the coproduction of planning and provision. The Code sets out the duties on Education, Health and Social Care with regard to children and young people (0-25 years) with Special Educational Needs. There are duties around assessment, planning and carrying out work to support individuals with SEND.

The Code identifies four areas or categories of Special Educational Need: Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health and sensory and/or Physical. For statistical purposes pupils will be categorised by their main area of need though they may have needs that span more than one category. The category in which a child is identified does not exclude them from accessing support and intervention identified for pupils in the other categories. The new Code of Practice no longer includes Academy Action, Academy Action Plus or Statements.

Statements are replaced by Education, Health and Care Plans (EHCs) and Academy Action and Academy Action Plus are replaced by a single academy category. The new Code of Practice does not require Academy's to produce Individual Education Plans but recommends the use of provision mapping and monitoring of progress through the Academy's own reporting and monitoring systems. As an Academy we do use individual SEND Student profiles to detail the key area of need and support in place for each student identified with a SEND. These are reviewed periodically as we meet with parents/carers throughout the year.



Who can I contact at the academy if I have concerns with SEND?

All staff and Governors can be contacted through the main academy office and enquiries email – 01522 882020 enquiries@srpa.co.uk

Ready to Learn tutor

He/she is responsible for:

- Supporting your child on a daily basis to ensure they are ready for learning
- Monitoring the academic progress of your child
- Discussing concerns with pupils and parents and planning appropriate actions (with advice from the Head of Department (HoD) or Head of House (HoH) or SENDCo as required)

In the first instance you should contact the Ready to Learn Tutor. You may then be directed to speak to the SENDCo.

House Pastoral Support Team

Windsor – Kim Wheeler – KWheeler@srpa.co.uk

Stuart – Richard Spence – Rspence@srpa.co.uk

Lancaster – Craig Turner – Cturner@srpa.co.uk

Tudor – Pip Rowley – Prowley@srpa.co.uk

York – Callum West – Cwest@srpa.co.uk

Executive SENDCo, Assistant Head Teacher

Mr A Adlington

He is responsible for:

- Coordinating provision for children with SEND
- Ensuring that parents of pupils with SEND are involved in supporting their child's learning and access and that they are equal participants in the production of plans, targets and provisions and in the reviewing of their child's progress.
- Liaising with a range of agencies and organisations who can offer advice and support to help pupils overcome a range of difficulties.
- Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs.

Deputy SENDCo

Mrs C Hardy

She is responsible for the day-to-day running of the Specialised Learning Centre and supporting the Executive SENDCo in coordinating successful provision for any child identified with a SEND. The deputy SENDCo also monitors the day to day running of the medical suite.

Head Teacher

Mr D Hardy

He is responsible for:

- All aspects of the leadership and management of the Academy, including the provision made for pupils with SEND.

SEND Governor links

The Groups committee of the Governors is responsible for:

- Overseeing the provision for pupils with SEND
- Monitoring and evaluating the effectiveness of provision for pupils with SEND



How do I know if my child should receive SEND support from the academy?

How does the Academy know how well my child is doing?

The Academy monitors the progress of all pupils closely through Teacher Assessment and formal testing.

- Pupils are set learning targets based on national expectations of progress from their individual starting points.
- Parents are informed of their child progress through the academy's usual progress reporting system.

All SEND students have a one page profile called a SEND Student Profile. This is shared with class teachers and will detail what provision and support is needed so teachers are in a position to support.

How can I find out how well my child is doing?

Academy reporting system, parent information evenings and discussions with academy staff.

- On-going monitoring of pupil progress is carried out through internal reporting - collated centrally and reported to parents
- For pupils with SEND, parents and pupils are also invited to additional review meetings which ensures that progress is monitored and reviewed at least 2 times per year.
- At these meetings agreements are made on the best way for everyone to support a child's learning.

How does the Academy identify/assess children where there are concerns about a child's progress and the possibility of SEND?

- Pupils on the SEND register in year 6 at primary school will stay on the SEND register when they join the Academy in year 7. A review meeting will take place early in year 7 involving the parents.
- Pupils take a series of learning assessments when they join the Academy in year 7. These include screening assessments to establish reading age, spelling age, and the Cognitive Ability test (CAT).
- Pupils who join the academy mid-year will be assessed using the Academy's assessment process (CAT, Reading age, Spelling Age) and discussions with parents to assess any appropriate intervention or support.
- Teachers monitor pupil progress and will provide appropriate intervention at class level initially and to escalate this to Heads of Department (HoD), and subsequently the SENDCo if their support is not sufficient or there continues to be concerns about a pupil's progress.
- Ready to Learn tutors monitor pupil progress providing appropriate intervention at tutor level and will escalate to Head of Department, and subsequently the SENDCo if their support is not sufficient.
- Where a parent is concerned about their child's progress or well-being they should not hesitate to contact the appropriate member of staff. We will listen to your thoughts, work with you to support your child and carry out further assessment if necessary.
- If a child's progress continues to be a concern further assessment may be carried out to ascertain whether the child has any underlying additional learning difficulties. Parents will be involved in this process.
- Should the Academy, parents or young person decide that the pupils needs may need to be met through an Education, Health and Care plan, an assessment request will be made to the Local Authority.

How does the Academy support a pupil where class level intervention is ineffective?

- After discussions with key staff, the pupil and parents, additional support will be put into place. This may take several different forms, possibly including small group work or in class support. The Academy's provision mapping is available which documents this information in more detail.
- This additional support is tracked in the academy provision mapping and is overseen by the SENDCo. The provision will be delivered by our team of Learning Support Assistants (LSA) and SEND Keyworkers. Two Associate SEND leads are also in post to support those identified with additional learning needs and work within the Specialized Learning Centre.



What support can my child receive with regards to SEND?

- A child's ready to learn tutor can raise concern with parents and/or wider academy staff as appropriate.
- The Academy uses mentors to support pupils in areas such as homework. A child can choose to be mentored by a pupil mentor, often from our 6th form.
- The academy will coordinate support around a child, often involving external agencies to provide SEND specific advice.
- Team around the child (TAC) meetings are also held in an effort to effectively coordinate the correct support for individual pupils. Pupils and families are always involved in this process to ensure a collective approach.
- Designated safeguarding officers (DSO) are used to help coordinate support in relation to child protection concerns.
- Pupils with SEND may be assigned an SEND Keyworker to meet with regularly to support and monitor well-being and emotional health.

What if my child needs extra help in an examination or test?

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests/examinations. This might include additional time, rest breaks or the use of a scribe or a reader. The SENDCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the Academy and recognised by JCQ (Joint Curriculum Qualifier – external exam verifier) can be accepted for access arrangements for public examinations.



Are staff trained in SEND and will they understand my child?

- An on-going programme of training is in place to ensure that teachers and non-teaching staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered: Safeguarding, Understanding and managing behaviour, Autism awareness, supporting dyslexic pupils.
- The SENDCo actively engages with local opportunities to share best practice and keeps abreast of local and national initiatives and policy to support pupils with SEND. We regularly send staff on training courses and attend local SEND clusters with other Academy's in the area.
- Teaching staff seek support and guidance from the SENDCo and Specialised Learning Team as required.
- The Academy seeks advice and guidance from specialists to review, evaluate and develop provision for pupils who have a wide range of needs.
- The Academy also has staff with specialised expertise and qualifications including staff in the Specialised Learning Centre. All staff have access to each SEND student profile which details the provision and support needed for each child.



How will the Curriculum, Teaching and Learning (including groupings and interventions) work for my child with SEND?

Teachers have training and are building their skills in adapting their teaching to meet the diverse range of needs in each class.

- Schemes of work and short term planning take into account individual pupil's needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.
- Groupings are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.
- For Key Stage 4, pupils are provided with options and a selection of suitable subjects to choose based on their prior attainment. For a small group of pupils one option maybe replaced with additional time for supporting their wider study and developing independence.
- Should a child with SEND require additional support on educational visits and/or work experience support is given when planning and appropriate to meeting their needs. Risk assessments will be carried out, when required, in consultation with parents and the pupil.

What is available if my child with SEND needs extra intervention and how do the academy decide if my child requires such intervention?

In Key Stage 3, additional support is provided through withdrawal for whole or part lessons in order for the pupils to engage in interventions sessions. Parents and pupils are consulted regarding the timetable for intervention. The implications for a pupil's equality of access to the curriculum is carefully considered alongside the need for supportive intervention programmes.

Pupils' achievement and well-being are carefully monitored. The Academy's provision map details the identification criteria for pupils to be considered for intervention. Though this is not an exhaustive list and each child's needs are also considered on an individual basis.



If my child needs support from external agencies, who might be involved?

The Academy works with a number of agencies and charities including:

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| Educational Psychologist | Academy first aid team |
| Specialist Teacher Service – Dyslexia Outreach | CAMHS |
| Autistic Outreach Specialist Teacher ECLIPs | Speech and Language |
| Lincolnshire Teaching and Learning Centre | |
| Occupational Therapists ADHD Nurses Paediatricians and GPs | |
| Healthy Minds counselling service – small group work from trained counsellors | |
| RPHub – Mental Health provision – internal provision but externally funded. | |



If my child has SEND, what intervention could they receive?

Access to Specialised Learning Centre staff

- In class support in foundation subjects
- In class support in practical subjects
- Group work outside of the classroom
- Homework club
- Rolling programme of literacy and numeracy intervention (LIT Programme, Lexia Reading, Maths Symphony, Accelerated Reader)

Spellzone – spelling tool used to improve spelling age and spelling confidence

Access to Specialised Learning Centre at social times

Strategies to support/develop literacy inc. reading

- Focused reading sessions – small group and 1-1 (Accelerated Reader, Rise and Read)
- Small group intervention programmes including phonics
- Catch up reading/spelling support (Lexia Reading and Spellzone)
- Access to specialist dyslexia support, both from academy and external agencies
- Ability setting in lessons

Strategies to support/develop numeracy

- Small group intervention programmes delivered by Learning support assistants and Deputy SENCO (Math Symphony, LIT programme, Lexia)
- Ability setting in lessons
- Catch up mathematics sessions (Specific year groups)

Strategies/support to develop independent learning

Mentoring by peers, support staff or teaching staff

- Small group programmes working on study skills at KS4
- Homework club
- Planners for all year groups

Pupils take ownership of their homework using our online platform FROG, this is also monitored by parents.

Provision to facilitate/support access to the curriculum

- Quality first teaching
- Rolling programme of SEND training for staff
- Support for staff from SENDCo and Heads of departments
- Support available from staff from external agencies for teaching staff – Autistic outreach support team.

'Lexia' is an example of literacy provision we offer, supporting our pupils in their reading, writing and spelling achievement. This is complimented by a robust intervention programme called the LIT programme.

For children diagnosed with Autism, the Academy uses the ASD progression framework in collaboration with the ASD specialists at the Working Together Team (WTT). ASD students meet with an adult mentor to support their needs throughout the Academy.

For Students identified as having Social, Emotional and Mental Health concerns, the Academy delivers a group session support that allows these students to manage and discuss their emotional regulation.



My child has SEND and I am worried about their social skills, what support is available at the academy?

Strategies to support the development of pupils' social skills and enhance self esteem

- Small group programmes often led by the House teams.
- Lunchtime clubs
- Mentoring
- Peer mentoring
- Learning mentor
- Quiet room available break/lunch time
- Social skills groups
- Nurture group

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

RP-Hub mental health hub is on-site to support mental health needs of staff, pupils and family.

- Transition support, additional visits from year 6 when necessary visits and parent/tutor evenings
- Reduced modified timetable

Academy based mentors – adult or peer mentors.

- Regular contact and liaison with parents as necessary via the pupil planners

Strategies to support behaviour

- Academy sanctions and reward systems are used across the academy
- PSP report process (Pastoral support plan) – in line with the Lincolnshire Ladder
- Behaviour Support Services - BOSS
- Mentoring
- Small group work

Planning, assessment, evaluation and next steps

- Bench mark testing in Key Stage 3 in English, Maths and Science.
- Provision mapping across all year groups

SENDCo reviews provision termly to assess the impact.

Personal and medical care

- Care plans for pupils with medical needs. Medical plans are created to cater for any medical need and it is the role of the parent to ensure the Academy are kept up to date with any underlying medical need.

Medical passes and toilet cards can be offered to support underlying medical needs.



My child has SEND and is anxious about leaving primary academy, what support is there to help me?

Joining the Academy in Year 7

- The SENDCo attends transition day meetings with the SENDCo in the feeder primary schools.
- Mr Adlington (SENDCo/Transition Lead) attends transition meetings with parents and pupils at their primary academy to plan ahead. Other staff may attend these meetings. (Mrs Hardy Deputy SENDCO or Mr Burr as SEND Keyworker)
- Extra transitional visits may be arranged for your child to support Y6-Y7 transition.
- In some cases multi agency meetings are held to plan for transition if required.

Joining the Academy mid-year

- The Academy will make every effort to retrieve information from the previous academy.
- Where advance notice is given we will endeavour to meet parents and the previous academy to plan the transition.
- We will meet early with parents and the pupil to discuss concerns and strategies and all mid-year students are initially assessed to ensure accurate subject setting.

Moving between year groups within the Academy

- Pupils will have opportunity to discuss any worries about moving into the next year group with the House Teams and the Specialised Learning Centre staff.
- Parents and pupils will be invited to a review meeting which involves planning for the next stage/year.

Moving classes within the Academy

- Plans to move a child's teaching group or tutor group will be discussed with pupils, and where possible with parents, to enable them to be involved in decision making.

Moving to another academy

- The Academy ensures that information is passed to the new academy in a timely manner.
- We will contact the Academy SENDCo and share information about special arrangements and support that has been made available to help your child achieve their goals.

Moving on after Year 11

- All pupils with SEND are invited to transition meetings during key stage 4 where progression routes for post 16 are discussed.
- Transition plans and support are put in place for those who require them.
- Those pupils with a Statement of SEND or an EHC plan will have a transition plan in place which is regularly monitored and reviewed.



Who is in the Specialised Learning Centre department at the academy?

The Learning Support Department works within our Specialised Learning Centre. It is a strong team with a wide variety of skills and qualifications. We work closely together to meet the needs of our pupils and draw on our extensive skills and interest to support a diverse range of needs.

Learning Support Assistants are deployed in a wide range of lessons and support roles and also have areas of support and intervention in which they specialise.

The staff in the department, while working across the full age and subject range in the Academy, are linked to specialised areas. These 'specialisms' are taken from the four areas of need identified in the new code of practice: Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health and Sensory and/or Physical. These links allow training to be targeted to the department staff, build specialised skill bases within the team, allow the team to develop further their areas of strengths and enable us to support a wide range of need.

Mr A Adlington - Assistant Head Teacher/Executive SENDCo

Mrs C Hardy - Deputy SENDCo

Mr J Burr – SEND Keyworker

Mr S Diggins – Learning Support Assistant

Ms A Henderson – Learning Support Assistant

Mrs S Lathlane – Learning Support Assistant

Mrs S Shuttlewood – Learning Support Assistant

Miss S Wallhead – Learning Support Assistant and Learning mentor

Mrs A Wattam – Learning Support Assistant.

Mrs J Hilton – Learning Mentor and Learning Support Assistant

Ms K Collins - Learning Support Assistant.



Who will offer the pastoral support for my child?

Mrs Rebecca Gilbert

Deputy Head Teacher Behaviour & Pastoral and Designated Safeguarding Lead

Mr Andy Adlington

Assistant Head Teacher, Executive SENDCo and Transition Lead

Mr Greg Kirk

Director of Achievement for Key Stage 3 and RP-Hub operations manager

Mr Andy Parkinson

Assistant Head Teacher

Mr Tim Lloyd-Richards

Head of Tudor House

Mrs Anna Fields

Head of York House

Mr Nathan Skaley

Head of Stuart House

Miss Adeney Addelee

Head of Lancaster House

Miss Georgina Howick

Head of Windsor House

Mrs Philippa Rowley

Pastoral Lead for Tudor House

Mr Richard Spence

Pastoral Lead for Stuart House

Mr Callum West

York Pastoral Lead

Mr Craig Turner

Pastoral Lead for Lancaster House

Miss Kim Wheeler

Pastoral Lead for Windsor House

Mrs Tracey Gibson

Deputy Designated safeguarding lead (DDSL)

Mrs Nicky Jelley

Deputy Designated safeguarding lead (DDSL)

Miss Joanne Lilley – Attendance and vulnerable groups officer

Attendance, Personal, social and emotional intervention support



How do we ensure equity when admitting SEND pupils?

All pupils, regardless of any additional needs, have the opportunity to apply for a place at the academy following our admissions policy. If a pupil has an Education, Health and Care plan (EHCP), the local authority will name an appropriate academy within that plan. As the named academy, we then liaise with the local authority and proceed with the admission in line with our admissions policy. We endeavour to meet with pupils, parent/carers and, if necessary, the local authority SEND caseworker prior to any admission to ensure that any pupil moving to our provision is well-catered for and their needs are fully met. This meeting allows all parties to ensure we collectively agree on a successful admission to the academy and can ensure the pupil is at the centre of our thinking.

How do I make a complaint regarding SEND?

The Complaints Policy is based on the principle that concerns expressed by a pupil, parent or any other individual or organisation should be resolved as quickly as possible without the need to escalate to the formal stages of the procedure. However, where resolution has not been achieved and the person raising the concern is unhappy and wishes to take the matter further, the formal procedure for dealing with complaints is outlined within our complaints policy. This policy can be accessed through the Academy website.

The Complaints Policy demonstrates how complaints are handled within the academy and explains the various stages involved. Any complaint of an SEND nature expressed by a pupil, parent or any other individual or organisation should be resolved in a timely matter and where possible, avoiding the need to escalate further onto the formal stages.

Typically for those complaints made of a SEND nature, the closest member of staff to initially deal with it will be the Special Educational Needs/Disabilities Co-ordinator (SENDCo). The SENDCo will then liaise with the appropriate members of staff and will endeavour to resolve the complaint as quickly as possible.