SIR ROBERT PATTINSON ACADEMY

SPECIAL EDUCATIONAL NEEDS/DISABILITY (SEND) INFORMATION REPORT

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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 of hinders them from using facilities generally provided for others of the same age within a mainstream academy.

What is the SEND Local Offer?

Sir Robert Pattinson Academy is committed to supporting all pupils to achieve their potential, including those who have Special Educational Needs/Disabilities. 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 January 2015, 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 (0-25 years) January 2015?

The SEND Code of Practice came into law in June 2014. The new legislation came into practice, for Academies, from 1st September 2014 and was updated in January 2015 by the government. 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 Code of Practice does not require Academies to produce Individual Education Plans but recommends the monitoring of progress through the Academy's own reporting and monitoring systems. As an Academy we use individual SEND Student profiles to detail the key area of need and support in place for each student identified with SEND. These are reviewed periodically as we meet with parents/carers throughout the year. In February 2023, the Local Authority made changes to the EHCP process and moved the entire process online to the new EHC HUB. This is a digital system in which all stakeholders involved in the EHCP process can access and upload relevant materials. All EHCP reviews are submitted electronically through the EHC HUB.

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

All staff involved in supporting students with SEND at the Academy can be contacted through SEND@srpa.co.uk and equally via telephone 01522 882020.

Ready to Learn Tutor

The R2L Tutor 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 SENCo as required)

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

House Pastoral Support Team

- **Windsor** – K Wheeler – Windsor-pastoral@srpa.co.uk
- **Stuart** – J Mawson – Stuart-pastoral@srpa.co.uk
- **Lancaster** – J Luckett – Lancaster-pastoral@srpa.co.uk
- **Tudor** – P Rowley – Tudor-pastoral@srpa.co.uk
- **York** – S Anderson – York-pastoral@srpa.co.uk

SENCo – Mrs C Hardy

Responsible for:

- Co-ordinating 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.

SEND Support Leads – Mrs A Priestley & Mrs J Jackson
Senior LSAs – Miss A Clarke, Miss E Williams, Ms R Brocklehurst & Miss M McMahon

Responsible for: the day-to-day running of the Specialised Learning Centre and supporting the SENCo in coordinating successful provision for any child identified with a SEND. The Inclusion Manager and Senior LSAs also monitor the day to day running of the medical suite.

Headmaster – Mr D Hardy

Responsible for:

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

SEND Trustee links

The Education Scrutiny committee is responsible for:

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

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's progress through the academy's usual progress reporting system.
- All SEND students have a 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
- Parents are invited to attend termly coffee mornings at the Academy to explore the provision on offer.
- For pupils with SEND, parents and pupils are also invited to additional review meetings which ensures that progress is monitored and reviewed at least twice 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 with parents to discuss next steps.
- 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 assessment process (CAT, Reading Age, Spelling Age) and discussions with parents will take place to assess any appropriate intervention or support.
- Teachers monitor pupil progress and will provide appropriate intervention at class level initially and escalate this to Heads of Department (HoD), and subsequently the SENCo, 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 Heads of Department, and subsequently the SENCo, 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 pupil decide that the pupil's needs may need to be met through an Education, Health and Care plan, an assessment request can be made to the Local Authority using the EHC Hub.

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.
- This additional support is tracked and overseen by the SENCo. The provision will be delivered by our team of Learning Support Assistants (LSA) and Senior LSAs.

What support can my child receive with regards to SEND?

- A child's Ready 2 Learn tutor can raise concerns 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 family (TAF) 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 are used to help coordinate support in relation to child protection concerns.

- Pupils with SEND may be assigned a SEND mentor to meet with regularly to support and monitor well-being and emotional health. This can often be used as an informal support method before exploring more formal routes.

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 SENCo 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 support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. This includes courses such as TA level 3 Training with associated universities and colleges.
- The SENCo 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 the local SEND Graduated Approach Briefings with other schools and academies in the area.
- Teaching staff seek support and guidance from the SENCo 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 receive significant training and are skilled in adapting their teaching to meet the diverse range of needs in each class.
- Schemes of learning and short-term planning take into account individual pupil needs and requirements.
- Adaptation is approached in a range of ways to support curriculum access and ensure that all pupils can experience success and challenge in their learning. This can include evidencebased approaches such as flexible groups, use of technology, and scaffolded learning resources.
- Support staff are deployed 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.
- 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 may be provided through withdrawal for whole or part lessons in order for 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.

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

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

- Educational Psychologists
- Specialist Teacher Service – Dyslexia Outreach
- Autistic Outreach Specialist
- Lincolnshire Teaching and Learning Centre
- Occupational Therapists
- ADHD Nurses
- Paediatricians
- GPs
- Healthy Minds counselling service – small group work from trained counsellors
- The Academy has its own well-being centre – The Ros Christopher centre
- Physiotherapists
- Academy first aid team
- CAMHS
- Speech and Language Therapists
- SEND Caseworkers (EHCP)

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
- Handwriting support
- Small group mentoring
- Rolling programme of a range of intervention programmes (Literacy, social and emotional support, Emotional Literacy support, nurture groups, sensory circuits). • Access to the Specialised Learning Centre at social times

Strategies to support/develop literacy inc. reading

- Focused reading sessions – small group and 1-1 (Reading Plus, Rise and Read)
- Small group intervention programmes including phonics
- Catch up reading/spelling support through Reading Plus, or via staff support

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
- Additional support staff in the classroom

Provision to facilitate/support access to the curriculum

- Quality first inclusive teaching
- Rolling programme of SEND training for staff through Rise and Shine weekly briefings.
- Support for staff from SENCo and Heads of Departments.
- Support available from staff from external agencies for teaching staff – for example the Working Together Team.
- For children diagnosed with Autism, the Academy uses the ASD progression framework in collaboration with the ASD specialists at the Working Together Team (WTT). Students with social or communication differences can also 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.
- Children with an Education, Health and Care plan (EHCP) may be offered 1-1 regular mentoring sessions from a designated EHCP mentor. These mentoring sessions will focus on targets highlighted within the child's EHCP.

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 at social times
- Social skills group
- Nurture group
- Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) including the Incredible 5-Point Scale.
- The Ros Christopher Centre (RCC) is on-site to support the wellbeing needs of pupils.
- Transition support, additional visits from Year 6 when necessary visits and parent/tutor evenings
- Reduced timetable in conjunction with support from the parent/carer and the local authority
- Academy based mentors – adult or peer mentors
- Regular contact and liaison with parents as necessary

Strategies to support behaviour

- Academy reward systems
- Mentoring
- Small group work
- Access to our Ros Christopher Centre for targeted intervention.

Planning, assessment, evaluation and next steps

- Benchmark testing in Key Stage 3
- Data point tracking throughout the year following the Academy's assessment timetable.
- SENCo reviews of provision 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 is kept up to date with any underlying medical need.
- Medical passes and toilet cards may be offered to support underlying medical needs.
- Hygiene suite to support students' self-care needs.
- The Academy has 15 Evacuation Chairs deployed across the site when students/visitors/staff may need support getting down a staircase.
- Medical Tracker is used to electronically store student medical data. Alerts will be sent to parents in the event of an incident or medication use.

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

Joining the Academy in Year 7

- Academy staff attend transition day meetings with primary school staff.
- The SENCO attends transition meetings with parents and pupils at their primary school to plan ahead.
- Extra transition visits may be arranged for your child to support Y6-Y7 transition.
- Students who require additional transition visits are invited to attend these in the summer term.
- Parents are invited to the Academy for a Y6 – Y7 Coffee morning at the Academy in the summer term.
- 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 school.
- Where advance notice is given, we will endeavour to meet parents and the previous school to plan the transition.
- We will meet early with parents and the pupil to discuss concerns and strategies. 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 may 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 by staff at the Academy to determine if a move is in the best interest of all stakeholders.

Moving to another academy/school

- The Academy ensures that information is passed to any new school in a timely manner.
- We will contact the SENCo 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 SEND reviews and coffee mornings 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. This includes visits to local post-16 providers.
- Those pupils with an Education, Health and Care plan will have a transition plan in place which is regularly monitored and reviewed. This transition plan is supported by the Academy and the EHCP Caseworker.

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 experience 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, whilst 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 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.

- **Mrs C Hardy -** Acting SENCo
- **Mrs N Day –** SEND Administrator
- **Miss N Jones –** SEND Administrator
- **Mrs K Lown –** SEND Administrator
- **Mrs J Jackson –** SEND Support Lead

- **Mrs A Priestley** – SEND Support Lead
- **Ms R Brocklehurst** – Senior Learning Support Assistant
- **Miss M McMahon** – Senior Learning Support Assistant
- **Miss E Williams –** Senior Learning Support Assistant
- **Miss A Clarke** – Senior Learning Support Assistant
- **Miss J Lilley –** Learning Support Assistant
- **Ms A Henderson –** Learning Support Assistant
- **Mrs T Vessey –** Learning Support Assistant
- **Mrs S Charman** – Learning Support Assistant
- **Miss M Campbell –** Learning Support Assistant
- **Mrs E Westcott** – Learning Support Assistant
- **Mr S Fields** – Learning Support Assistant
- **Mr S Stern** – Learning Support Assistant
- **Mr W Pearson** – Learning Support Assistant
- **Miss E Brewitt** – Learning Support Assistant
- **Mr C Webb** – Learning Support Assistant
- **Ms T Crewe** – Learning Support Assistant
- **Mrs R Mason** – Learning Support Assistant
- **Ms M Yu** – Learning Support Assistant
- **Ms C Mobbs** – Learning Support Assistant
- **Ms A Dillingham** – Learning Support Assistant
- **Dr D Charlesworth** – Learning Support Assistant
- **Miss E Blanchard** – Medical Supervisor

Who will offer the pastoral support for my child?

- **Mrs R Gilbert** – Deputy Head Teacher (behaviour and pastoral), Designated Safeguard Lead
- **Mr A Parkinson** – Deputy Head Teacher (Teaching and Learning)
- **Mr P Ward –** Senior Assistant Head Teacher (Lancaster)
- **Mr J Griffiths –** Assistant Head Teacher (Windsor)
- **Miss L Norman -** Assistant Head Teacher (Tudor)
- **Mrs N Selwood –** Assistant Head Teacher (Stuart)
- **Miss G Burch –** Director of RP6th
- **Mr T Lloyd-Richards –** Director of Pastoral Care
- **Miss N Hett –** Deputy Director of Pastoral Care
- **Mrs K Palser -** Head of Tudor House
- **Miss E Walker –** Head of York House
- **Mr Nathan Skaley –** Head of Stuart House
- **Mr M Wilson –** Head of Lancaster House
- **Miss N Hett –** Acting Head of Windsor House
- **Mr D Reed –** Deputy Head of house
- **Mr D Davies –** Deputy Head of house
- **Mr D Musson –** Senior Pastoral Leader
- **Mrs P Rowley –** Pastoral Lead for Tudor House
- **Mrs J Mawson –** Pastoral Lead for Stuart House
- **Mr J Luckett –** Pastoral Lead for Lancaster House
- **Mrs S Anderson –** Pastoral Lead for York House
- **Miss K Wheeler** – Pastoral Lead for Windsor House

- **Mrs T Gibson –** Deputy Designated Safeguarding Lead (DDSL)
- **Mrs N Jelly –** Deputy Designated Safeguarding Lead (DDSL)
- **Mrs S George –** Deputy Designated Safeguarding Lead (DDSL)
- **Miss J Ellingford –** Attendance Officer
- **Mrs B Melikyan –** Attendance Officer

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 school within that plan. As the named setting, 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 a SEND nature should be resolved in a timely matter and, where possible, avoiding the need to escalate further to 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 (SENCo).
The SENCo will then liaise with the appropriate members of staff and will endeavour to resolve the complaint as quickly as possible.