

SEN Information Report

1. What does having a special educational need mean?

The Code of Practice (2014) states that:

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:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- 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 or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

2. Who is the person responsible for children and young people with SEN at Isca Academy?

The SENCO at Isca Academy is Mr Ireland who will monitor, co-ordinate and evaluate provision for these students. He can be contacted at gireland@iscaexeter.co.uk

The SENCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND and medical conditions, including those who have EHC plans. They also provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. In addition they will:

- co-ordinate a team of Specialist Education Support Assistants who lead on planning provision for all four areas of need identified in the code of practice.
- advise on the graduated approach to providing SEND support
- lead with EHCP: requesting assessments, coordinating meetings and meeting statutory deadlines
- produce, review and update the School Information SEND Report annually

- work with the Local Authority on the Local Offer
- hold regular team meetings
- ensure that all records of students with SEND are accurate and up to date
- ensure 'Pupil Passports' are available for all teachers to guide differentiation
- contribute to staff training on SEND
- analyse progress data after every Progress Review to identify patterns and implement targeted support for staff and students where progress patterns dictate
- meet regularly with the Assistant Headteacher with responsibility for SEN.
- advise on the deployment of resources to meet students' needs effectively
- liaise with parents/carers of students with SEND
- liaise with external bodies, agencies and specialists being a key point of contact
- be a key point of contact and support for transitions of students with SEN providing enhanced arrangements as required
- work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Provide a point of contact for parents and carers of those pupils with SEND.
- liaise with the Headteacher and governors concerning statutory responsibilities, resources and student outcomes

Member of SLT with responsibility for SEN: Mr S Weir

- work closely with the SENCO as part of this team
- analyse whole school inclusion and progress data to monitor significant groups and vulnerable students
- line manage SENCO to ensure the implementation of Department Improvement Plan

Headteacher: Miss A Mitchell

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met, although she will give responsibility to the SENCO and class teachers to achieve this.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mr A Boulton

- Ensuring that statutory provision is made for children with SEND at Isca Academy
- Providing specialist advice.
- Provide independent scrutiny and over sight.

3. At Isca Academy, progress of all young people including those with SEND is the responsibility of:

The Subject Teacher: by providing excellent teaching and differentiation for all students, including those with SEND.

They will as part of this provision also:

- Monitor the progress of your child, identifying, planning and delivering any additional help your child may need for them to achieve their full potential.
- Ensure that the guidance given on the student's 'pen portrait' is followed and that targets are worked towards.
- Ensure that the school's SEND Policy is followed in their classroom.
- Request intervention from the SENCO where current intervention is not working.

4. How does the school identify that a child has a special educational need?

- The SENCO and the Head of Year responsible for KS2/3 transition will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol.
- At the start of year 7 or on entry, the school will undertake relevant assessments of all students to ascertain their ability/difficulties and a profile of their needs. This information will be used alongside data from primary schools to ensure that students who may need additional support are identified.
- The SENCO liaises with all staff and monitors the progress of students identified as not meeting their required levels of progress as identified in the school's current tracking system.
- Students with additional needs are also identified to the SENCO by staff if they feel there are concerns about a student's learning.

5. Once needs are identified, a graduated response to supporting the student's need will be initiated.

- SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach and consists of a four part teacher led cycle of: Assess – Plan – Do – Review.
- All teachers of a student receiving SEND Support will be made aware of the student's plan. Where a student is receiving SEND Support the parents/carers will meet with the school at least **three times** over the year, this will usually be with the class teachers or Form Tutor supported by the SENCO.
- Where relevant the SENCO will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

- Details of each student with SEND including the nature of their learning disability, recommended teaching strategies, strengths and history of provision will be available to all teaching staff via the schools SEND register.
- Students with SEND all have a personalised 'pen portrait' which highlights the student's areas of strength, needs and what intervention is necessary and how it is best delivered. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to liaise with the SENCO should they have any concerns that a student may have unidentified SEND.

6. Who are the best people to talk to in this school if I think my child might have a special educational need.

At this school we operate a graduated approach to student need. The vast majority of concerns can be dealt with by the Form Tutor who at Isca Academy is the **first point of contact**. If the concern persists the Form Tutor will signpost you to the most appropriate person or agency to support you. Within school this maybe the student's Head of Year or the appropriate Head of Department, depending upon whether it is a pastoral or academic concern. If there are still concerns that needs are not being met or that progress is not being made, then any teacher can make a referral to the Student Support Team and seek guidance from the SENCO.

Specialist Individual support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school alone.

Usually your child will also need support in school from a professional from outside the school. This may be from:

- Local Authority central services such as the Communication Interaction Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to

write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEND Support at school level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong.

7. What training or specialist expertise do our staff have around SEN?

The School places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the School and SEND training is part of this staff development.

In the SEN Department there is a team of Specialist Education Support Assistants who have specialist knowledge in the areas of need identified in the SEN Code of Practice

Area of need	Specialist	Contact
Communication and Interaction (Speech and Language)	Sally Stoakes	sstoakes@iscaexeter.co.uk
Communication and Interaction (ASD)	Michelle Tear	mtear@iscaexeter.co.uk
Cognition and Learning	Ali Davey	adavey@iscaexeter.co.uk
Social, Emotional and Mental Health	Ruth Kelly	rkelly@iscaexeter.co.uk
Physical and Sensory	Emma Ryan	eryan@iscaexeter.co.uk

The SENCO works closely with Senior Leadership to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students. The school has ensured that staff are trained in providing support for pupils with Dyslexia and Autism, Visual Impairment, Hearing Impairment and the emotional well being of students is regarded at all times.

8. What further external support can school access to support children with SEN and their families?

Careers South West
 Educational Psychologist
 Communication and Interaction Team
 Educational Welfare Officer
 CAMHS

Occupational Therapy
Counsellor
Visually Impaired Advisory Service, Hearing Impaired Advisory Service
Multi Agency Support Team (MAST)
Youth Offending Team
Family Matters

In addition

The Devon Integrated Advice and Support (DIAS) is an independent and impartial organisation who can support parents/carers with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents/carers to reach agreement when issues are faced at school. They can be contacted on 01392 383080

9. How are parents/ carers and children with SEN supported to share their views and concerns and work alongside the school?

Isca recognises the need for parents/carers to be fully aware of their child's progress and parents/carers are:

- Invited in to meet with the SENCO three times a year to discuss the targets set for their child and any changes in circumstance.
- Parents/carers are emailed or contacted by telephone on a regular basis and are encouraged to contact the SENCO if they have concerns.

10. Who is the person I should talk to if I have a concern about the support being provided for my child at the school? How can I share my concerns or make a complaint?

- Regular communication between home/school is essential and central to your child's progress. This might be in the form of a phone call, letter, text, or email and we would encourage you to make contact at the earliest opportunity to discuss concerns.
- Your child's Tutor, Classroom Teachers and Head of Year are available to discuss progress, concerns, and share information about what is working well at home and school, so that similar strategies can be used.
- If you are not happy that concerns are being managed, please contact the SENCO direct (Mr Ireland)
Any formal complaints should be made through the Complaints Procedure as detailed on the school website.

11. Where can I find information about the Local Authority's Local Offer for children and young people with SEN and their families?

The Local Authority's Offer for children and young people with SEN and their families is accessible through this link <https://new.devon.gov.uk/send/>.

12. How does the school support children with SEN and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. We will liaise with feeder and local schools to offer additional meetings, visits and preparation for children who find transition more difficult. We will enlist the support of external agencies, particularly Careers South West to aid future planning at transition into post 16 and post 18 options.