



# **East Point Academy**

## **SEN Report**

September 2020

### Introduction:

Welcome to our SEN information report, which is part of the Suffolk Local offer for learners with Special Education Needs (SEN). All governing bodies have a legal duty to publish information on their website about the implementation of their policy for pupils with SEN.

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

East Point Academy has produced this information report to inform parents and pupils how we support learners with Special Educational Needs and Disabilities (SEND). This report will be reviewed and updated annually.

If you wish to discuss your child's Special Educational Needs and Disabilities, please contact our SENCO Miss Greenacre or our Principal Mr Dolding.

Our SEN Manager is Karen Moule, who co-ordinates SEND provision within the Academy.

### Our approach to teaching learners with SEND:

At East Point Academy we aim to:

- Ensure that all members of the school community support pupils with special educational needs and disabilities and that SEND pupils are integrated into the life of the school.
- Ensure that all pupils identified as having special educational needs or disabilities have, as far as possible, equal access to all aspects of the curriculum, with modifications made to the curriculum if appropriate.
- Improve the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum.
- Develop differentiation in all lessons to improve the educational opportunities of all pupils, regardless of ability.
- Meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout and resources of the Academy
- Increase the confidence of pupils with SEND, encouraging them to be involved in their own provision
- Communicate with parents about all aspects of the special needs provision made for their children and to seek to develop this partnership
- Deploy Learning Support resources effectively
- Meet the social and emotional wellbeing needs of our pupils through our pastoral support system.

### How we identify SEND:

We define special educational needs if a child is having greater difficulty compared with the majority of children of the same age.

This may be characterised by:

- Short-term difficulties in understanding, temporary drop in self-esteem and minor emotional problems, low basic skills or specific learning difficulties supported by literacy and/ or numeracy programmes.
- Very weak basic skills, emotional and behavioural difficulties, or specific learning difficulties supported by programmes created in conjunction with external agencies or by an Education Health Care Plan

A person is disabled if they have “a physical or mental impairment which has a substantial and long-term adverse effect in her or his ability to carry out normal day-to-day activities.” Equality Act 2010.

Not all pupils with a disability will have special educational needs, and not all pupils with SEN will have a disability.

If a child currently has an Educational Health and Care Plan this will continue and will be reviewed annually. A child may receive an Educational Health and Care plan following assessments by professionals. An Education Health and Care plan will become a legal document. Anyone who has an Educational Health and Care plan will have a plan with specific targets and outcomes.

The principal sources of information for identifying children’s special educational needs are:

- Information from parents
- Educational Health and Care Plan of SEND and other records of SEND and provision from student’s previous school/primary school
- Standardised Test scores
- Key stage SATS data
- Information from teaching staff relating to basic literacy and numeracy skills
- Previous teaching records
- Current teaching records
- Staff discussions with the SENDCO
- Specialist expertise

East Point Academy receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

Historically we have commissioned the following support services:

- Speech and language therapy services
- ADHD support
- Occupational Therapy
- CAMHS
- Educational Psychologist
- Counsellor
- School nurse

**What we do to support learners with SEND:**

All pupils, including those with Special Educational Needs and Disabilities, have an entitlement of access to the National Curriculum. The Senior Leadership Team of the Academy will ensure that a broad and balanced curriculum is in place. It is the responsibility of each Curriculum Leader to monitor the appropriateness of the curriculum for pupils with SEND. They must seek the advice of the SEN Manager if there is uncertainty over the depth of content and its delivery.

Dis-application from the National Curriculum will only be considered when there are compelling reasons to do so. These reasons must always relate to increasing achievement for individual pupils.

The Senior Leadership Team is responsible, in consultation with the examinations officer, for seeking special consideration for pupils with SEND during public examinations.

Provision of support is determined on a needs basis, remembering that every pupil is an individual and differs in the extent of their individual difficulties and the provision they need. In general the SEND department provides the following support:

- Staff expertise and time
- In class support by Learning Support Assistants
- Inclusion in special literacy and numeracy recovery programs
- Withdrawal for extra reading, maths or other areas for improvement
- Diagnostic testing and regular progress testing
- Small group work on SEMH needs e.g. Social Skills, Anger Management
- Working with subject staff to produce differentiated materials
- The issue of specialist equipment
- The preparation and chairing of Educational Health and Care Plans.
- Coordinating contact with, and referral to, the School Support Team and other external agencies

#### **How we find out if this is effective:**

We monitor progress in school and report to Governors annually. Analysis of SEND pupil performance data will include:

- Progress and attainment
- Pupil and parent contributions to reviews
- SEND pupil attendance
- Lesson observations/climate walks
- Feedback from teachers, support staff, pastoral staff, parents and pupil
- Minutes of key SEND meetings
- Evidence of impact of SEND training for SEND staff
- Feedback from pupil focus group

If you are unhappy with support your child is receiving, we would advise you to contact the Principal in the first instance.

#### **Preparing for the next step:**

The Academy will ensure that pupils with SEND are admitted on an equal basis with others in accordance with its admissions policy.

The general procedures for receiving and transferring pupils are in line with the agreed Admissions policy.

In support for these arrangements the following additional information and documentation is provided by the SENDCO to the receiving Academy for pupils with Special Educational Needs:

- Education Health and Care Plans
- Assessment details
- Reports
- Meetings with primary schools during the year
- Early visits to familiarise pupils and parents with the Academy

All pupils will be offered guidance by our Academy careers advisor, who may be contacted through the Academy. If pupils have an Education, Health and Care plan they will also be offered support and advice from Suffolk County Council Guidance Advisors.