

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

We provide for the following kinds of special educational needs (SEN):

- Autistic social communication
- Dyslexia
- Developmental Co-ordination Disorder (Dyspraxia)
- Social, emotional, mental health
- ADHD
- Hearing loss
- Developmental Trauma
- Physical disabilities such as cerebral palsy

We identify and assess students with SEN using the following methods:

- NGRT test and CATs in Year 7 for those likely to require access arrangements (and to assist in the identifying of those who require literacy and numeracy interventions). Year 7, 8 and 9 termly STAR reader tests which are supported by Accelerated Reader.
- Nessy learning for dyslexia screening and support
- NGRT test in Year 9 for screening access arrangements up to and including Year 11
- CTOPPs test for phonological skills and processing speeds which is another way of identifying students who require additional time.
- Testing required or requested by outside agencies is carried out, eg. Connor's test for ADHD (CAMHS)
- Referral from parent based on observations at home- e.g. year 7 parents are invited for their views on their additional needs in the transition booklet
- Termly Data Drop- if a student is not making the expected progress of them based on their Key stage 2 fine scores
- Staff referral through our in house SEND referral system (April 2021)

We evaluate the effectiveness of our SEN provision in the following ways:

- We compare between Year 7 and Year 9 NGRT standardised score test results to analyse progress and identify students requiring further intervention.
- We use classroom observations both by the SENCO and the inclusion team.
- For Years 7, 8 and 9 we look at Star Reader data
- We analyse termly progress data
- We conduct checks on SEN student books.

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

- The Inclusion Co-ordinator, SLT and DoLs are responsible for ensuring progress is on track.
- We analyse Year 11 GCSE data.
- We ask for student panel views.
- Students are assessed via progress data drops which are currently termly.
- Edukey Provision Map is used to ensure ILPs and passports are reviewed according to tiers 1,2 or 3 (conducted 3 times per year). The SENCO is present at all yearly parent meetings (unless attending as a subject teacher).

Our approach to teaching students with SEN includes:

- Conducting transition work prior to students attending Six Villages.
- Quality first teaching within the classroom, eg. differentiated learning.
- Edukey Provision Map software. (Can be accessed by all staff)
- ILPs and/or Passports organised according to the tiers.
- Regular information sent to staff with key pointers for students with specific special needs.
- Twilight training for staff and butterfly training (morning briefings) are carried out by the Inclusion Coordinator and Assistant Principal with responsibility for CPD
- External agency training
- LSA intervention outside the classroom (according to needs)
- LSA intervention within the classroom (according to needs)
- Seeking outside agency support and advice and putting interventions in place accordingly.
- Providing one to one assistance is provided for students with complex needs and with EHCPs.
- Having integration at the heart of our provision.

We adapt the curriculum for students with SEN in the following ways:

- Responsibility is shared within departments and we draw on people's strengths. For example, period 6 lessons, differentiation.
- Making staff aware of a student's needs via provision mapping software and SIMS.
- Inclusion is an area which caters for students who are benefitting from temporary and discreet provision away from class. The Hive focuses on specific interventions for example, Speech and Language, literacy interventions, Physiotherapy and small group social skill support.

We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

At Six Villages, our expectation is that we are completely inclusive and activities are adapted to meet the needs of all students For example, a student with cerebral palsy would have assessments for physical needs and plans made to ensure that they can access all areas of the curriculum as their peers would.

The following emotional, mental and social support is available for students with SEN:

- Tutors
- Quality first teaching
- Counsellor
- Directors of Learning
- Outside agencies, eg. CAMHS, YES
- Early Help Plans
- Inclusion
- Social Skills small group work

The name of our SEN Co-ordinator (SENCo) is: Naomi Sheldrake

Listed below are the names of staff members possessing expertise related to SEN:

Name: Desiree White

Name: Donna Trembath

Job role: Deputy Designated Safeguarding lead

Job role: Teaching Assistant

Expertise: Counselling qualification

Expertise: Speech and language assessment, Autism Awareness, cognition and learning support.

15 members of staff (non-teaching and teaching alike) undertook and completed a Cache level 2 Certificate course in Understanding Children and Young People's Mental Health in 2020, in order they had a better understanding of the mental health needs of OSVA students.

In addition, we use the services of the following specialists:

- LBAT service (learning behaviour advisory team)
- CAMHS (Child and Adolescent Mental Health Service)
- CAMHLS
- MASH (multi agency safeguarding hub)
- SENAT (Special Educational Needs Assessment Team)
- ASCT Autism and Social Communication Team
- SALT (Speech and Language Therapists)
- SENDIAS
- EHP (Early help plan services)
- Virtual Schools
- YMCA (Dialogue counselling)
- Education Psychology Services
- West Sussex parent carer forum
- ITP (Intensive planning team)

We currently possess the following equipment and facilities to assist our students with SEN:

- Ten laptops.
- Inclusion (An Intervention room where we can support SEN students).
- Four computers set up in Inclusion.
- Games and learning resources available in the Inclusion classroom.
- Six full time and two-part time teaching assistants
- Inclusion Coordinator and Inclusion administrator.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

- Parent review depends upon the tier classification of the student – for example, termly ILP reviews, with parents, for all tier 3 students and annual reviews with teaching assistants for all tier 1 and 2 students.
- Parents are informed of interventions in place, e.g. Nessy Learning, Accelerated Reader by email.
- The Inclusion Coordinator is available at academy events, e.g. parents' consultations, Flying Start Evening, Transition Evening, Open Evening, Option Evening (Year 8), GCSE Exams evening (to answer queries on access arrangements).
- Regular parental meetings and phone calls with the Inclusion Coordinator.
- TAF meetings.
- Questionnaires to establish parent voice.

Our arrangements regarding complaints from parents of students with SEN are as follows:

- The OAT complaints procedure is followed.
- The Inclusion Coordinator responds as quickly as possible to parental complaints escalating to the Senior Leadership Team or Principal if necessary.

We work with the following bodies to ensure the best possible provision for our students with SEN:

- Educational Psychologists
- LBAT service (learning behaviour advisory team)
- CAMHS (Child and Adolescent Mental Health Service)
- CAMHLS
- MASH (multi agency safeguarding hub)
- SENAT (Special Educational Needs Assessment Team)
- ASCT Autism and Social Communication Team
- SALT (Speech and Language Therapists)
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How we work with the above:

- Supplying strategies to support students, sign posting to other agencies or services.
- Supporting with pathways and plans for support with student's futures.
- Providing collection of evidence for further services, for example CAHMS, financial support in assessing services, monitoring services and advisory teams,

Parents of children with SEN may find the following support services helpful, in addition to the academy's offerings:

We sign post the use of various organisations to families some of these include: Enabling Families, Find It Out centres, Young Minds, West Sussex Wellbeing, Winston's Wish and many others. We have verified these services with Early Help first.

Our transitional arrangements for students with SEN include:

- The Inclusion Coordinator meets termly with primary and secondary SENCOs to raise training issues.
- In advance of transition day, primary schools identify students with SEN and where appropriate the Inclusion Coordinator visits the child.
- We hold a 'Getting to Know You' day prior to Transition Day for vulnerable and SEN pupils.
- 1:1 transition meetings with parents of students with an EHCP take place prior to transition day.
- Students with SEND are encouraged to attend the summer school to enable them to gain familiarisation, confidence and make friends prior to the start of term. This has proved very successful.

West Sussex's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://westsussex.local-offer.org/>