

Name of School: Ernulf Academy Date of Report Dec 2018

SEN INFORMATION REPORT (Version: 1)

The kinds of special educational needs that are provided for in school

As recognised in the SEND Code of Practice, “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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”. This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. Students with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them. Learners at Ernulf who have a disability but do not have SEN are recorded on our Additional Needs Directory as having ‘additional educational needs’.

The SEN Code of Practice (2014, updated January 2015) makes clear the four broad areas of Special Education Need, these are:

- Communication and Interaction (including autistic spectrum conditions)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In addition, the school has a number of students who are either LAC (looked after children) or have EAL (English as another language). Both categories may have students who have SEN.

The school’s inclusion team liaises with the Local Authority regarding the needs and arrangements for our LAC with the SENCo liaising for students who are both LAC and SEN. Students with EAL are welcome at Ernulf Academy where their needs are discussed and managed by our EAL co-ordinator Jo Kazmierska [jkazmierska@ernulf.cambs.sch.uk](mailto:jkazmierska@ernulf.cambs.sch.uk).

The name and contact details of the SENCO and further contacts where parents/ carers may have concerns

SENCO 106	Lorraine Bramley <a href="mailto:lbramley@ernulf.cambs.sch.uk">lbramley@ernulf.cambs.sch.uk</a> 01480 374748 ext
Asst SENCO 208	Sue McConnell <a href="mailto:smcconnell@ernulf.cambs.sch.uk">smcconnell@ernulf.cambs.sch.uk</a> 01480 374748 ext
Head of Year 11	Marius David <a href="mailto:mdavid@ernulf.cambs.sch.uk">mdavid@ernulf.cambs.sch.uk</a> 01480 374748 ext 219
Head of Year 10	Ryan William <a href="mailto:rwilliams@ernulf.cambs.sch.uk">rwilliams@ernulf.cambs.sch.uk</a> 01480 374748 ext 105
Head of KS3	Tom Crook <a href="mailto:tcrook@ernulf.cambs.sch.uk">tcrook@ernulf.cambs.sch.uk</a> Uk 01480 374748 ext 223
Head teacher	Tracy Brogan <a href="mailto:tbrogan@ernulf.cambs.sch.uk">tbrogan@ernulf.cambs.sch.uk</a> 01480 374748 ext 112
SAT caseworker	(statutory assessment team, LA) Natalie Bilton <a href="mailto:nbilton@cambridgeshire.gov.uk">nbilton@cambridgeshire.gov.uk</a>
SENDIASS	(formerly Parent Partnership) Peter Dawson <a href="mailto:Peter.Dawson@cambridgeshire.gov.uk">Peter.Dawson@cambridgeshire.gov.uk</a> or <a href="http://www.cambridgeshire.gov.uk/sendias">www.cambridgeshire.gov.uk/sendias</a> 01223 699212
SEND Services	Additional Needs Pathway Adviser, 14-25 AN team. Debbie Meadows. <a href="mailto:Debbie.Meadows@cambridgeshire.gov.uk">Debbie.Meadows@cambridgeshire.gov.uk</a> 01223 715915

## Policies for identifying children and young people with SEN and assessing their needs

Accessibility Policy (work in progress)

Attendance Policy

Behaviour Management Policy

Exclusions Policy

Safeguarding and Child Protection Policy

SEND Policy

Supporting students with Medical Conditions Policy

Transgender policy

Other policies and information

Examinations and procedures policies

Prevent action strategy plan

Single Equality Scheme

Specialist resource provision (The Cabin) information sheet

## Arrangements for consulting parents of children with SEN and involving them in their child's education

Our school will ensure parents are aware when their child is receiving support for their SEN. This will be in the form of a letter sent by the SENCO to inform the parent of their child's SEN need. It is likely that an informal discussion with the parent will already have taken place so that this letter is not entirely without warning.

Partnership with parents plays a key role in enabling students and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. We recognise that communication with parents is key to the progress and success of each young person with SEN.

A child's tutor will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are invited to attend all Annual Reviews, in addition to Academic Planning Days and Parents' Evenings.

Each Academy will provide information about the Parent Partnership Service (now known as SENDIASS) to parents of students with special educational needs; the link can be found here: [www.cambridgeshire.gov.uk/sendias](http://www.cambridgeshire.gov.uk/sendias). Parents of any student identified with SEN may contact SENDIASS for independent support and advice.

More detailed information about exiting the SEN register can be found in the school's SEND Policy.

## Arrangements for consulting young people with SEN and involving them in their education

The school recognises that student involvement is at the heart of the Code of Practice. Young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to assist them in making the most of their education. They will be encouraged to participate in all the decision making processes including the setting of learning targets and contributing to SEN Support Plans, discussions about choice of colleges and transition processes. Their view will be given due weight according to their age, maturity and capacity to make judgments.

The school ensures students with SEN are represented within our Student Voice activities.

## Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

In line with the Code of Practice, all schools follow the graduated approach to a learner's special educational needs. This support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

(The Graduated Approach)

The school works in conjunction with multi-professionals to support a child's SEN needs, e.g. Educational Psychologist, Family Support Worker, Emotional and Wellbeing team. At all times, parents and (where appropriate/suitable) children are invited to attend these meetings as part of this assessment and review cycle. Wherever possible, the school will include a child in the decision making process.

A more detailed description of the APDR cycle can be found in the school's SEND Policy.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

The school has a robust transition and careers progression programme which caters for the needs of all our students including those with SEN. Activities which prepare students for moving between phases and into adulthood is represented within our tutor group programme from year 7 onwards and special enhancement days which take place throughout KS3 and 4. Career assemblies, visits to universities and career workshops take place more actively from year 9 onwards as well as assemblies, after school parental evenings, visits from businesses, work placements and individual career interviews.

Students with an EHCP (Education, Health and Care Plan) will discuss future plans during their Annual Review and early advice may be sought by the SENCo according to the outcomes of those discussions. The SENCO keeps up to date with post-16 providers and colleges and early discussions with those providers take place regarding individual students. If a student has high SEN needs and is at risk of being NEET (not in education or employment) post-16, then early advice and invitation to attend meetings will be sought from the Additional Needs Pathway Advisory team.

Approach to teaching children and young people with SEN

Children and young people are identified as having SEN if they do not make adequate progress when being taught through quality first teaching (QFT). It is expected that all staff, including teachers and support staff act in accordance with our Learning and Teaching Policy and are aware and adhere to the principles of QFT. QFT may be defined as high-quality everyday personalised teaching which is on offer for all children so that all students are effectively included. Some key characteristics of QFT include:

- highly focused lesson design with sharp objectives;
- learning tasks matched to the ability of each student, commonly referred to as ‘task adjustment’;
- high demands of pupil involvement and engagement with their learning;
- high level of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- having high aspirations for every student;
- regular use of encouragement and authentic praise to engage and motivate students.

QFT, will for example, be based on clear objectives that are shared with the students and returned to at the end of the lesson; our teaching staff will use approaches like these so that we reduce, from the start, the number of children who need extra help with their learning or behaviour.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Students with SEN are taught in the mainstream curriculum along with the rest of the student population and it is expected that teachers will task adjust the work according to a student's needs. In this way we cater for students who need differentiated work whether it be due to SEN needs such as weak memory retention or developmental delay or students of high ability who need extended work.

At Key Stage 3 some students will be selected to join our i2L (introduction to learning) curriculum. This is a class for students with low attainment levels who need extra support to catch up with their Maths and English. This class has a low cohort of approximately 15 students and has extra support with a level 3 teaching assistant. Students in this curriculum will study the remainder of their curriculum with their mainstream peers. Students will be selected for this curriculum through discussions held with the SENCO and primary school throughout the previous year 6 transition phase and parents will be notified accordingly.

At Key Stage 4 students may be selected to drop a GCSE option in favour of study support; this will be discussed with both the parent/carer and the student in year 9. Students who have the option of study support may have extra Maths and English lessons or will be provided with the time to enhance coursework and studies in their other GCSE subjects.

Some students who are struggling with Maths or English may be selected to take a pre-GCSE English or Maths Entry level course which they will study in year 9. These lessons are designed to prepare struggling learners with the skills they need to succeed in Maths and English at Key Stage 4.

There are a few students who will need a more personalised approach with a bespoke curriculum and alternative methods of examinations. Often these are students who are in our enhanced resources unit, the Cabin, which caters for children with autism spectrum conditions. Students who need a bespoke curriculum are identified throughout their time in the school through the assessment and monitoring procedures and discussions will have taken place with parents and a decision made between them and the school about the best way forward. Often wider outcomes, for example managing money, travelling independently, are involved in these discussions.

The school also has a shared specialist provision, Prospect House, which manages the needs of children who have SEMH (social, emotional and mental health) issues who find the mainstream school environment challenging. Students are invited into this provision after a discussion with parents.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

All staff attend SEN training inset throughout the year as identified through CPD (continuing professional development) discussions. Training may be delivered by the SENCo, outside agencies (e.g. mental health team or nursing team) or specialist professionals from SEND Specialist Services. Extensive CPD training is offered by the ASTREA MAT throughout the year to cover all aspects of SEND.

All staff, including site and catering staff, attend training for autism in line with our ethos of being an autism friendly school. This training is based on the AET (autism education trust) Level 1 training levels and staff receive an Ernulf certificate of competence.

The SENCo and pastoral teams meet regularly to discuss the ongoing needs of students who may need extra provisions or involvement from specialist educational teams, e.g SEND Services, CAMH (Cambridgeshire and Adolescent Mental Health team), Emotional Health and Well Being Team, Community Paediatrician, Educational Psychologist. Specialist expertise for these services is sought through a referral process and either the SENCo or the inclusion manager will submit a request to the Early Help Hub after a discussion with the parent, and if appropriate, the child. The Early Help Hub will then request the support of the specialist provision after a discussion with the submitter.

The SENCO is a member of the child protection team and will deal with any issues relating to the safe-guarding of students with SEN in accordance with the school's Safeguarding and Child Protection Policy.

#### Evaluating the effectiveness of the provision made for children and young people with SEN

Students on targeted interventions are assessed at the end of their programme to monitor whether they have reached the intended outcome or not. A decision will be made by the SENCo whether to carry on with a particular intervention for a further period of time or whether to move the student to a different programme.

The effectiveness of the overall provisions made for students are managed through a provision mapping programme which details individual outcomes and average outcomes for the whole provision. The SENCo is currently reviewing the school's current provision mapping programme with a view to changing it to a more effective model.

The SENCO is responsible for reporting the outcomes of provisions to the Head and to the SEN Governor where a review will take place on the progress made by SEN students.

The academic progress of all students including those with SEN, are monitored on a regular basis through the school's Progress Reporting system and results relayed to parents.

#### How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

The school's ethos is to include all children with SEN in engaging in activities with their non-SEN peers wherever possible, this includes activities such as after school clubs or outside school trips and visits.

In order to do this, the school has an Accessibility Policy and follows the guidance and recommendations found in the SEN and Disability Act 2005.

The school ensures students with SEN are represented in our student voice teams so that their views and opinions are represented and take account of through that forum.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The school helps to improve the emotional and social development of its students through daily EHA activities which takes place during tutor time. This is a structured time where students can talk freely with their peers and tutor about issues they are unsure about.

The school has an Emotional and Well Being team who manage any pastoral issues which may from time to time take place. The lead for KS3 is Ann Webb [awebb@ernulf.cambs.sch.uk](mailto:awebb@ernulf.cambs.sch.uk) and the lead for KS4 is Fiona Biddescombe [fbiddescombe@ernulf.cambs.sch.uk](mailto:fbiddescombe@ernulf.cambs.sch.uk). The EWB team work closely with the SENCO and information is passed between the two teams for discussion. The SENCo may take over an issue from the pastoral team for an SEN student if it is deemed appropriate.

The school takes a zero tolerance stance on bullying and our policy towards this can be viewed in our Safeguarding and Child Protection Policy.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

In the first instance, if you have a complaint relating to SEN, the tutor should be contacted who will either deal with your complaint or pass it on to the SENCo. If the matter is not dealt with to your satisfaction you should contact the Head of the Academy [tbrogan@ernulf.cambs.sch.uk](mailto:tbrogan@ernulf.cambs.sch.uk).

Under the SEN and Disability Act 2005 parents may seek advice on resolving disagreements through the LA and/or the Independent Mediation Service. Further information about this can be sought from the SENDIASS team.

Ernulf Academy has a Complaints Policy which can be viewed on the Academy's website.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Ernulf Academy makes data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.

A link to the Local Authority's Local Offer can be found here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>