



# SEN Information Report

Academy Name	Ernulf Academy
Date	28 <sup>th</sup> September 2023
Written by	Catherine Hunter (SENDCo)
Annual Review Date	September 2024

## 1. Introduction and Legal Framework

As an academy, we must publish information about the implementation of our policy for pupils with Special Educational Needs (SEN). This SEN Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEN Information Report can be cross referenced to the School's Inclusion Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012)

## 2. The kinds of Special Educational Needs that are provided for in school

Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'.

Special Educational Needs and provision can be considered as falling under four broad areas:

### 1) Communication and Interaction

- Speech language and communication needs. Autism Spectrum Conditions, including Asperger's syndrome and Autism.

### 2) Cognition and Learning

- Moderate and Severe learning needs including global learning delay. Specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia.

### 3) Social, Emotional and Mental Health

- Difficulties with poor mental health and wellbeing including anxiety and depression. Difficulties with regulating and managing emotions. Disorders such as Attention Deficit Disorder, Attention Deficit, Hyperactivity Disorder, Attachment Disorder, Pathological Demand Avoidance, Obsessive Compulsive Disorder, Oppositional Defiant Disorder.

### 4) Sensory and/or Physical

- Physical disability, vision or hearing impairment, multisensory impairment.

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas, for others the precise nature of their need may not be clear at the outset.

At Ernulf, we aim to support all pupils with their learning journey and embrace an inclusive ethos.

## 3. The name and contact details of the Special Educational Needs Coordinator SENCO and further contacts for where parents/ carers may have concerns (including Local Offer link)

If you have any concerns about your child, please speak to a member of staff below.

- Catherine Hunter – Assistant Principal SENCo and Inclusion  
[Catherine.hunter@astreaernulf.org](mailto:Catherine.hunter@astreaernulf.org)
- Sue McConnell – SEN Manager  
[Sue.mcconnell@astreaernulf.org](mailto:Sue.mcconnell@astreaernulf.org)
- Mark Neesam – Principal

Other contacts within Astrea Academy Trust:

- Jenni Machin, National Leader of Inclusion- [jenni.machin@astreaacademytrust.org](mailto:jenni.machin@astreaacademytrust.org)

Contacts within the Local Authority can be found on the Local Offer website:

- Cambridgeshire Local Offer – [click here](#)

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

There are a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website. Parents/carers and pupils are invited to comment on any school policy by emailing the school. A list of all relevant policies are:

- Behaviour Policy including Anti-Bullying Strategy
- Inclusion Policy / SEN Policy
- Safeguarding Policy
- Accessibility Plan
- SEMH policy
- Pupil Premium Strategy

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

It is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.

You will be able to share your views and discuss your child's progress by telephone, email and at regular meetings with the relevant member of staff.

If your child has an identified special educational need, you will discuss their progress, support strategies and expected outcomes with the SENCo/SEN manager/Head of Year, as well as at parents evenings with your child's Tutor and Class teachers. APDR (Assess, Plan, Do, Review) reviews take place termly to specifically discuss SEN support.

If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

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

At Ernulf Academy, we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class/subject teacher. We carefully plan our curriculum to match the age, ability and needs of all children. The class/subject teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.

Additional external specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. Ernulf Academy regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

Each term, pupils will take part in the review of their support through our APDR process. This will involve reviewing their current APDR targets and strategies; assessing their impact and identifying next steps. Pupils are encouraged to attend these Reviews with their parent/ carer.

Pupils will Education Health Care Plans will also be invited to part of the Annual Review meeting where appropriate. Pupils are invited to talk about how they feel they are doing towards their targets and what areas they would like to focus on next. Their views are shared on the plan.

## 7. 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

Senior leaders regularly undertake 'learning walks' to look at classrooms and the wider school environment to ensure provision for learners with SEN is of a high quality. Lesson observations have a strong focus on the progress of all pupils. Monitoring of books also takes place on a regular basis to monitor the progress and provision of learners with SEN. The SEN team conduct monitoring of provision across lessons and interventions to ensure pupil needs are being met as per their APDR or EHCP.

Termly data analysis and pupil progress meetings with the school leaders, SENCo and subject leaders help us identify pupils who are working below the level expected for their age or who are not making expected progress. Interventions or additional support can then be put in place following conversations with parents/carers to clarify the expected outcomes of the intervention.

Regular assessment of exam access arrangements for all pupils – including Sen pupils takes place. It is important that Access Arrangements follow common classroom practice and so these key elements of access are built into SEN pupils APDRs and monitored termly.

Pupil and parental voice are also important to us. Pupils and parents are asked to contribute their opinions regarding provision.

## 8. 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

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

### **If your child is joining us, we will:**

- Meet with the Primary school SENCo and staff to share information.
- May visit your child in their Primary setting.
- Allow your child to visit us as their prospective new school.

For some students, there are extra transition opportunities, including: individual parental and student visits, additional taster sessions, liaison and observations with teaching assistants and transition booklets. As part of our Transition process, we offer an additional full day of transition in school for our SEN pupils.

**When moving classes in school we will:**

- Allow your child, where possible, to meet new members of staff that they have not seen before.
- Make every HOY have a transition meeting to identify their new pupils for the autumn term.

**If your child is leaving the school, we will:**

- Make sure that all pupils who are moving to post-16 providers will be part of individual visits and taster days.
- Carry out Transition meetings so that new settings receive all the up to date assessments and information on your child, including access arrangements

**9. Approach to teaching children and young people with SEN. 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**

Class teachers all have access to SEN pupils plans of support – whether these are APDRs or EHCP plans. They plan lessons according to the specific needs of all groups of children in their class and will ensure that your child’s needs are met through a variety of means:

- Lessons will be differentiated.
- Extra resources will be supplied, as and when necessary. For example, a reading pen, a writing slope, a dyslexia colour over lay etc...
- Adult intervention will take place.
- Visual timetables.
- Writing frame
- Peer buddy system.
- Local authority support for advice on strategies, and equipment or staff training.

Some pupils may have 1:1/ and or small group interventions with specialist HLTAs. These will take place outside of the classroom environment but within our learning support area.

**10. The Expertise and training to 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), 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 safeguarding of students with SEN in accordance with the school's Safeguarding and Child Protection Policy.

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

Pupils on targeted interventions are assessed at the beginning and 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 or whether to move the pupil to a different programme.

The effectiveness of the overall provisions made for pupils are managed through a provision mapping programme which details individual outcomes and average outcomes for the whole provision. 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.

## **12. 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**

Pupils with SEN are taught in the mainstream curriculum along with the rest of the pupils. 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 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.

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. 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 has an Emotional and Well Being team who manage any pastoral issues which may from time to time take place. A member of the pastoral support team is allocated to each year group and in addition to this, each year group is allocated an HLTA year group SEN coordinator..

The Emotional and Well Being 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 pupil 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.

We have a Counsellor onsite for one day a week who works with the pupils on a 1:1 basis.

We also have support from an Astrea Educational Psychologist.

Social, Emotional and Wellbeing support is also covered in tutor times as well as in Personal Development lessons.

### **13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

At Ernulf Academy, we will effectively work with a wide range of external partners, professionals, and agencies. This includes the SEN Education Psychology Service, The Hearing and Visual Impairment Service, Physiotherapy, Child and Adolescent Mental Health Service, Centre 33 and the School Nurse.

These and other relevant services will be contacted when necessary and appropriate, according to the pupils needs. The school will also support the parents and carers in accessing these services. Key sources of information and support include: SENDIASS

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-careand-family-support/send-information-advice-and-support-service-sendiass> Cambridgeshire Local Offer  
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Early help Assessment.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-earlyyears-and-childcare-0-5/early-support>

#### 14. Arrangements for supporting children and young people who are looked after by the local authority and have SEN

At Ernulf, we will work hard with Social Services and their families/foster carers to support the pupils to make sure that they are supported and achieve their potential.

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

In the first instance, contact should be made through the SEN team. If your issues cannot be resolved, please follow the complaints procedure which can be found online.