



SEN Information Report

Academy Name	Ernulf Academy
Date	24 th September 2024
Written by	Catherine Hunter (SENCo)
Annual Review Date	September 2025

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 dues under the Equality Act 2010 (and subsequent updates)

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

Under the SEND Code of Practice 2014, a child has a special educational need if they require provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the scaffolded 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

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2) Cognition and Learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

3) Social, Emotional and Mental Health

- Includes a wide range of social and emotional difficulties which manifest themselves in many ways. Children and young people may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4) Sensory and/or Physical

- Physical disability, vision or hearing impairment, multisensory impairment (Children and young people with an MSI have a combination of vision and hearing difficulties).

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
- Sue McConnell – SEN Manager
Sue.mcconnell@astreaernulf.org
- Thomas Fisher – Principal

Other contacts within Astrea Academy Trust:

- Jenni Machin, Head of SEND and Therapeutic Services-
jenni.machin@astreaacademytrust.org
- Ryan Purdy, National Lead of SEND and Alternative Provision-
ryan.purdy@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
- Preventing and Tackling Bullying policy
- Inclusion Policy / SEND Policy
- Child Protection and 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 be invited to discuss their progress, support strategies and expected outcomes with the SENCO/SEN manager/staff through the online Edukey e-system, as well as at parent evenings and SEND events. The APDR (Assess, Plan, Do, Review) process takes place termly.

If your child has an Education, Health and Care plan (EHCP) you and your child will additionally 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 inclusive teaching delivered by the 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 scaffold teaching to match your child's special educational needs and/or disability. It may be appropriate to use different strategies or resources 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 support plan targets and strategies, assessing their impact and identifying next steps. Pupils and parent/carers are encouraged to contribute to the review process.

Pupils with Education Health Care Plans will also be invited to parts 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 SEND 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 SEND. The SEND team, and wider school leaders, conduct monitoring of provision across lessons and interventions to ensure pupil needs are being met as per their APDR support plan 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 if required.

Regular assessment of exam access arrangements for all pupils – including pupils with SEND takes place. It is important that Access Arrangements follow common classroom practice and so these key elements of access are built into the APDR plans 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 SEND, 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 the completion of 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.
- Ask Heads of Year to hold transition meetings to identify their new pupils for the new year.

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.
- Consider bespoke support and plans as required

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 SEND pupil plans of support – whether these are APDR support plans or EHCP plans. Teachers 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 using a range of inclusive pedagogical teaching approaches, as well as variety of strategies as appropriate:

- Scaffolding support such as writing frames, adapted booklets
- Extra resources supplied, as and when necessary. For example, a reading pen, a writing slope, IT support, a coloured overlay etc...
- Adult-led targeted intervention

- Visual timetables
- Access to sensory room and rest breaks as appropriate
- Provision of agreed 'Access arrangements'
- Seating plan considerations
- Peer buddy system
- Implementation of specialist 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 may 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 SEND 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 training is also offered by the Astrea Multi-Academy Trust. Additionally pupil screening can also be accessed from the Astrea SEND Officer to better inform the identification of pupil needs.

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 Psychology. 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.

At an individual pupil level, the APDR process supports the review of provisions and informs future planning. This is completed using the online Edukey e-system. 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. The impact and effectiveness of interventions is used to inform decisions about future provision.

The SENCO is responsible for reporting the outcomes of provisions to the Principal and to the SEND-linked member of the Transition Management Board (TMB). The Trust also completes an annual SEND Leadership Checklist with the SENCO which explores provision in place for pupils with SEND. The academic progress of all students including those with SEND, are monitored on a regular basis

through the school's Progress Reporting system and assessment calendar, with 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 SEND are taught in the mainstream curriculum alongside their peers. It is expected that teachers will task scaffold the work according to a student's needs. In this way we cater for pupils who need scaffolded work due to SEND needs, as well as for pupils who require additional support that are not identified as having SEND.

Pupils with SEND are also encouraged and supported to participate in wider opportunities alongside their peers such as extra-curricular activities.

13. Support for improving emotional and social development.

The school has a range of staff employed to support pupil wellbeing, including the Safeguarding team, pastoral staff and Wellbeing Lead. There are Level 3 Supervising First Aid for Mental Health trained staff at the school. A member of the pastoral support team is allocated to each year group to support pupil needs. Pupils can access an Astrea Counsellor onsite for one day a week (works with the pupils on a 1:1 basis). The SEND team also have support from an Astrea SEND Officer for pupil screening support.

Wellbeing staff work closely with the SENCO / SEND Team to ensure alignment. The SENCO may take leadership (from the pastoral team) for a pupil with SEND, if it is deemed appropriate. The school takes a zero-tolerance stance on bullying and our policy towards this can be viewed on the school website.

Social, Emotional and Wellbeing is also covered in morning meetings (tutor groups) as well as in Personal Development lessons.

14. 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](#)
- [Cambridgeshire Local Offer](#)
- [Early Support](#)

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

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

The SENCO works closely with the Designated Teacher for Looked After Children, who attends all relevant meetings with stakeholders to discuss children's progress and update Personal Education Plans.

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

In the first instance, enquiries and contact should be made through the school SEND team.

If your issues cannot be resolved, please follow the school's complaints procedure which can be found on the school website.