E-ACT Royton and Crompton Academy

Special Educational Needs School Information Report
“What we offer”
Review: July 2019

This is our Special Educational Needs school information report. It is produced by the academy to show parents and carers how the SEND policy was implemented and what was achieved. It is updated annually at the end of each academic year. The report for 2018/19 will be completed in the summer of 2019. It complies with the requirements of the Children and Families Act 2014 and the revised SEN code of practice 2015. It is available in large print if required.

This report links to our policies and information on:

- Accessibility
- Behaviour and Anti-Bullying policy
- Complaints procedure
- Admissions policy

E-ACT Royton and Crompton Academy Leader for SEND is: Reah Coo

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We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Background

The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a large site consisting of a number of separate blocks which have more than one floor, students/staff with accessibility challenges will be timetabled on the ground floor and entrance/exit procedures will be modified. From September 2019 the school will move into a new purpose building complete with full accessibility.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
• improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

• Academy Prospectus
• Disability Equality Scheme
• Equal Opportunities Policies
• Health and Safety Policy
• Special Educational Needs Policy.

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education Health Care Plan (EHCP) the Academy will work with the Local Authority (LA) who makes and maintains the EHCP to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.
In 2017/18 at Royton and Crompton we provided for the following types of special educational needs and/or disabilities

- communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- cognition and learning, for example, dyslexia, dyspraxia,
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, hypermobility, epilepsy and pseudo seizures,
- moderate and multiple learning difficulties

How we identify a child with special educational needs or disabilities and assess their needs

We assess each child’s current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all children. They will identify children who may or may not have special educational needs if:

- their progress is significantly slower than that of their peers starting from the same baseline
- their attainment is significantly lower than that of their peers starting from the same baseline
- their rate of progress slows significantly
- their attainment is hampered because of an educational barrier or need
- medical professionals identify a disability

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
At E-ACT Royton and Crompton Academy, children are also identified as having Special Educational Needs and/or a disability in the following ways:

- concerns raised by the young person
- liaison with the previous setting
- children performing below age related expectations
- concerns raised by parents/carers
- concerns raised by staff
- liaison with external agencies
- health diagnosis through a paediatrician
- their academic performance
- clinical psychologist diagnosis
- educational psychologist diagnostic assessment
- speech and language assessment

The academy uses a variety of tests to assess the needs of the children. Literacy Assessment On-Line is used to test the reading and spelling age of the children. The assessment is completed every term and is used to inform the academy of any interventions that are required. The academy also uses internal assessments such as mock GCSE examinations to assess the needs of the children.

The academy will discuss individual cases with the educational psychologist (EP) if there appears to be a specific learning difficulty, although this is in the first instance to triage whether the educational psychologist feels their involvement is required to assess. The Academy will provide results of cognitive assessments for the EP to assist in the triage process, with parental permission.

**How we consult and involve the child and parents**

Parent partnership is encouraged through termly consultations, coffee mornings, annual reports, SEND reviews and informal discussions. The children and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Parents are consulted regularly at the termly parents’ evenings. The academy also captures the views of the children and the parents every term using surveys. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

We will have an early discussion with the child and their parents when identifying whether each child requires special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the child’s areas of strength and difficulty
- we take into account the parents’ concerns
- everyone understands the agreed outcomes sought for the child
• everyone is clear on the next steps required.

Notes of these early discussions will be added to the child’s record and given to their parents.

We will formally notify parents when it is decided that a child will receive SEN support.

Parents will be consulted to obtain permission for referrals to outside agencies for example; speech and language therapy, educational psychology. Parents will be invited to attend any professionals or review meeting where appropriate that will help support their child.

How we assess and review the child’s progress towards outcomes

Families are regularly invited into school to discuss their child’s progress and welfare across the academy. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. These are completed every term and the document is communicated by the SENCO and class teacher to parents/carers and children. It sets out the provision and strategies in place for the child and current assessment data.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the child’s needs. This will draw on:

• the teacher’s assessment and experience of the child
• their previous progress and attainment and behaviour
• other teachers’ assessments, where relevant
• the individual’s development in comparison to their peers and national data
• the views and experience of parents
• the child’s own views
• advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child’s progress.

Children who receive additional support have an individual profile that details their strengths and difficulties, likes and dislikes and strategies for teachers to use in lessons. These are reviewed termly with the child to ensure it is fully up to date and to check that the support in the classroom is making an impact on the child’s progress. Parents are fully involved in the review process throughout the year.

If there are concerns that the child is not making sufficient progress after two terms, the SENCO and relevant agencies will consider completing a ‘My Plan’ with the child and parents. This will create a provision plan. This plan will be reviewed every 6 weeks and will run for at least two cycles before an Education Health and Care Assessment (EHCP) is considered.

The Academy reports to the governance every 6 weeks during the Raising Attainment Meeting (RAB). The governance will review the progress of SEN learners and the provisions in place. This will include learning walks and ‘book looks’ every 6 weeks.
How we support each child moving on to their next school

There is a comprehensive programme in place to support the children moving from Primary School into Royton and Crompton, involving the Senior Leadership team. Head of Year 7 and SEND Higher Level Teaching Assistant. The SENCO will also be involved in this process to ensure there is a clear plan in place for the admission arrangements for all children with SEN or disabilities. This will include a multi-agency approach if required to ensure a smooth transition. Transition between year groups is carefully planned to ensure a smooth process for the children. Subject teachers pass on relevant information about the children in their class to colleagues in their subject areas and Heads of Year also move up with their year groups through the school. Additional SEN information is also transferred via the SENCO and relevant reports and advice are shared. Each class teacher has access electronically to SEND profiles for the children in their classes and use this to inform their planning. Specific SEND pupils visit their new classrooms and teachers during the end of summer term, helping them to familiarise with the new space.

We provide additional visits if required to support the transition during the summer term before the children start at Royton and Crompton. This gives them an insight into lessons, teaching and socialisation before they make the transition to secondary. We meet, where possible, the SENCO at the feeder primary school to make sure that we are fully informed about the child’s previous SEND provision. All records and files should be transferred prior to a child starting at a Royton and Crompton, this also includes a child changing schools mid-year.

How we teach children with special educational needs and/or disabilities

In line with the SEND Code of Practice, the academy believes that “all teachers are teachers of children with special educational needs”. As such, the academy adopts “a graduated approach” that places quality first teaching at the heart of all lessons.

The staff receive a range of specialist training. The SENCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of children. Quality teaching and inclusive classroom practice is a high priority at the academy. Teachers are supported by the senior leadership team and members of the SEN team to ensure the classroom and resources are accessible to children with special educational needs and/or disabilities. In addition, the academy has a wide range of different types of support which include: accessing advice from specialists, in-class TA support and alternative curriculum therapies that are personalised for each child based on their needs.

At Royton and Crompton we provide specialist support for children with significant communication difficulties including autism. The Bridge is a specialist unit which works to provide an environment in which children with SEND can thrive. Children are supported with basic skills alongside a number of interventions designed specifically to support their individual
requirements. Our ultimate aim is to help all children recognise and work towards achieving their academic, social and life goals.

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children if appropriate. We will also provide the following interventions:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Delivered through</th>
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<tbody>
<tr>
<td>Access to learning support staff</td>
<td>In class support, Small groupwork, 1:1 sessions, Lunchtime groups</td>
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<tr>
<td>Literacy support</td>
<td>Small group intervention in class, Focused reading groups, Fresh Start programme, McGraw Hill Reading Box, LEXIA online programme, Coloured overlays</td>
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<tr>
<td>Numeracy support</td>
<td>Small group intervention in class, The Bridge Maths Club, Functional skills Maths programme</td>
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<tr>
<td>Social and communication skills</td>
<td>Small group support, Keyworker support, Social and communication skills groups, Social stories if appropriate, Peer support through lunchtime group</td>
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<tr>
<td>Reducing anxiety and promoting well-being</td>
<td>Transition support, visits and events, Staff/ SENDCO communicates with parents/carers, Personalised programmes, Keyworker 1:1 sessions</td>
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<tr>
<td>Personal and Medical care</td>
<td>Individual health care plans and risk assessments for children with complex medical needs</td>
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We make the following adaptations to ensure all children’s needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1 to 1 work
- Adapting our resources and staffing e.g. large print for children with a visual impairment; microphone and hearing loop for those with a hearing need and equipment for those with movement needs
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support is available for learning

We have teaching assistants who are trained to deliver interventions such as:

- phonics interventions
- Social Understanding of Language Programme
- Mental health first aiders who provide mentoring for children with social, mental health difficulties
- Lego therapy
- Social communication support

Teaching assistants will support children on a 1:1 basis when:

- they have complex needs supported through an Education Health Care Plan
- targeted interventions set by the class teacher for consolidation of concepts
- personalised SALT programme set by the NHS Speech and Language therapist
- children with high medical needs who have require supervision for health and safety and administration of medical support.

Teaching assistants will support children in small groups when they are:

- receiving targeted interventions for comprehension, maths and spellings phonic interventions
- in class support to provide scaffolding of learning for children with processing needs, literacy or memory difficulties
- children requiring self-esteem support and confidence building

We work with the following professionals to provide support for children with SEND:

- Speech and language services
- Educational Psychology service
- Vision/hearing support service
All staff in the academy must attend training sessions throughout the year that include a range of topics to support children with special educational needs and/or disabilities. The training programme is reviewed regularly and is linked to performance management, learning walk evidence and changes to policy/practice.

The academy has access to a range of external ‘experts’ and works very closely with all agencies to fully support our children and families. This includes the school’s linked Educational Psychologist, speech/language support and school nurse.

The academy safeguarding and attendance team have strong links with all agencies and work closely with the SENCO. The Pastoral Heads of Year have completed the ‘Early Help’ training through the local authority and will provide additional support when required.

All staff have received training in using strategies to support and nurture children who have a diagnosis of Dyslexia, ADHD, ASD or SLCN.

Our SENDCO has successfully completed the National Award for Special Education Needs Coordination NASENCO and is a qualified Specialist Assessor for Examination Access Arrangements.

Our Inclusion Manager is also a qualified Specialist Assessor for Examination Access Arrangements.

In addition to the SENDCO and Inclusion Manager we 7 teaching assistants, who help to deliver SEND provision.

There are currently 4 members of the SEND team who are fully qualified mental health first aiders (MHFA England), in addition to the SENDCO and Heads of Year.

The school’s aim is that all children follow a broad and balanced curriculum. This means that our primary aim is always that children access a full range of lessons. For children with SEND, we will make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school’s senior leadership team, SENCO, parents and the child themselves. The Academy will liaise with external agencies for advice and support if specialist equipment is required to meet the needs of any child. The academy will ensure there is a clear plan in place for the admission arrangements for all young people with SEND or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.
• children will often be assigned a link TA and the strong pastoral system in the school will mean that teachers, TAs, mentors, senior leaders are available for children to talk to on a day-to-day basis
• time out space with the Pastoral Team when required
• ground floor first aid room

There is a designated member of staff that is responsible for all students that have medical needs. The academy will ensure all staff have access to the medical register and are fully aware of the child’s medical needs. The individual health care plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers. There is a defibrillator located in Student Reception and key staff that are fully trained for emergencies.
Parents need to contact the school nurse, Hannah Young if medication is recommended by health professionals to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staffs are able to manage medical situations.

How we evaluate the effectiveness of the SEN provision

We evaluate the effectiveness of provision for each child with SEND by:
• reviewing children’s individual progress towards their goals each term
• child and parent voice
• reviewing the impact of interventions after 6 weeks
• using child questionnaires
• monitoring by the SENDCO
• using provision maps to measure progress
• holding annual reviews for a child with EHC plans
• termly reviews for children with SEND

How we enable the children with SEND to engage in activities to those in the school who do not have SEND

At Royton and Crompton Academy we want to ensure there are no barriers for the children with SEND and ensure that all SEND children enjoy the same activities as other children in the academy.

We aim for all children to be included on school trips and visits. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
No child is ever excluded from taking part in these activities because of their SEN or disability.

All children have access to extra-curricular activities and they are differentiated to meet the individual child’s needs. The academy currently offers the following activities:
• Football (Boys and Girls)
• Rugby
• Badminton
• Table Tennis
• Dodgeball
• Handball
• Chess club
• Sci-Fi and Gaming club
• Coding Club
• Drama club

**How we improve the emotional and social development of your child**

We provide support for children to improve their emotional and social development in the following ways:

- children with SEND are encouraged to be part of the school council or a school ambassador
- reflection space with the pastoral team when required
- access to the Bridge if required
- the academy has Mental Health First Aiders

We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows children to reach their true potential. The young person’s voice is vital in all aspects of Academy life. This is formally reviewed throughout the year. The Academy values children’s’ views and opinions and has an active student council. On a daily basis, children are able to discuss their views feelings with their class teacher, Year Leaders and the SEND team.

**How does the academy work with other agencies and services?**

The Academy works with a wide range of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- School NHS link speech and language therapist
- School nurse
- Healthy Young Minds, Oldham
- Community Paediatricians
- Educational Psychologist - responsible for planning, meeting, observing, assessment, parent liaison and advice.
• Visual impairment trained teacher from Oldham LA
• Hearing impairment trained teacher from Oldham LA

The academy will liaise and communicate with professionals and parents by:

• attendance at meetings and preparation of reports
• regular meetings as required
• SENCO available at parents evenings/parent coffee mornings.

What should I do if I disagree with what you are doing or want to make a compliant?

In the first instance, all SEND enquiries and complaints should be made to the SENCO. 

Mrs. Reah Coo
Reah.Coo@E-ACT.org.uk
Tel: 01706 846474

If the concerns are not resolved this should be communicated to the Headteacher. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Children, staff and parents are expected to listen carefully and respectfully to each other.

All complaints or enquires can be made by arranging an appointment or via email/phone/letter. A parent/carer can escalate any concerns to the regional governance team by contacting the system leader.

Mrs Elizabeth Browne
Elizabeth.Browne@e-act.org.uk

A copy of the Academies Complaints Procedure is available on request from the office or via the website.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

• Exclusions
• provision of education and associated services
• making reasonable adjustments, including the provision of auxiliary aids and services
We are very fortunate to have a committed and dedicated SEN team, featuring a wealth of experience of working with children with SEN. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer (a list of services offered by the local authority).

Additional details of the Local Offer for Oldham and the services available can be found here:

Oldham Local Offer

This policy and information report will be reviewed by the SENCO, Reah Coo every year. It will also be updated if any changes to the information are made during the year. It will be approved annually by the regional governance – System Leader (SEND) Elizabeth Browne.