



# Astrea Academy Dearne SEND Policy and Information Report\*

## Rationale

- To ensure the highest quality provision for pupils with Special Educational Needs or Disabilities (SEND).
- To ensure that parents and staff are informed and enabled to participate in the support of pupils with SEND.

The Special Educational Needs and Disabilities Coordinator (SENDCo) for Astrea Academy Dearne is Mr Ryan Purdy, who can be contacted at:

Astrea Academy Dearne  
Goldthorpe Road  
Goldthorpe  
Rotherham  
S63 9EW  
email: ryan.purdy@astreadearne.org  
telephone: 01709 892211

Mr Purdy is a qualified teacher with a Master's in Education; and has completed the National Award for SEN Coordination. Mr Purdy is also a member of the Extended Senior Leadership Team (SLT).

As a school, our key INTENT is to ensure that all pupils, regardless of their individual circumstances, needs or starting points, are offered a broad and balanced curriculum which enables them to experience individual success and to feel included in all aspects of school life.

With regard to pupils with Special Educational Needs or Disabilities (SEND), we seek to include them in all aspects of the curriculum, as well as extra-curricular activities. There is a focus on communication between teachers, pupils and parents, as we feel that for all stakeholders to be well-informed and to work collaboratively is the best way to support our learners.

**\*Astrea Academy Dearne complies fully with the statutory requirements laid out in the SEND Code of Practice 2015, the Children and Families Act 2014 and the Equality Act 2010.**

<b>Title</b>	SEND Policy and Information Report
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## **ASTREA ACADEMY DEARNE – SEND POLICY AND INFORMATION REPORT**

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### **CONTENTS**

Section 1 - The Kinds of Special Educational Needs for Which Provision is Made

Section 2 - Identifying Special Educational Needs or Disabilities (SEND)

Section 3 - A Graduated Approach to SEND Support

Section 4 - Assessing and Reviewing the Progress of Pupils with Special Educational Needs

Section 5 - How the School Evaluates the Effectiveness of its Provision for Pupils with SEND

Section 6 - Supporting Pupils and Families – Consultation Arrangements

Section 7 - Supporting Pupils at School with Medical Conditions

Section 8 - Supporting Pupils During Transitions Between Key Stages

Section 9 - Staff, Training and Resources

Section 10 - School Accessibility Arrangements

Section 11 - School Complaints Procedure

Section 12 - Appendices

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

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**The definition of special educational needs (SEN), taken from section 20 of the Children and Families Act 2014:**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a)** have a significantly greater difficulty in learning than the majority of others of the same age; or
- b)** have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 came into force on the 1st of September 2014 and details the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The SEND Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/organisations/department-for-education>

Further information about support available for pupils with special educational needs can also be found on the website below:

<https://www.gov.uk/children-with-special-educational-needs>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Barnsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It can be accessed through the following website:

<http://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

## Section 1 - The Kinds of Special Educational Needs for Which Provision is Made

Astrea Academy Dearne is a 'mainstream' school; however we currently provide support to a number of pupils identified with:

- Moderate learning difficulties (MLD)
- Visual impairments (VI) including dyslexia, optic atrophy, clinical blindness
- Hearing impairments (HI)
- Physical difficulties or impairments (all areas of the school are wheelchair accessible)
- Autistic Spectrum Disorder (ASD) or Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health concerns (SEMH)
- Other communication and interaction (C&I) needs, including selective mutism

At the Dearne, we have a higher proportion of pupils with an Education, Health and Care Plan (EHCP) than other state-funded secondary schools (2.0% nationally, June 2021) but a lower proportion of pupils on SEN Support (11.5% nationally, June 2021). The reason for the high number of pupils with an EHCP who attend is, in part, due to our Local Authority commissioned places in on-site alternative or specialist provision.

## Astrea Academy Dearne SEN Profile January 2022

SEN	No. of Pupils	% school population
EHCP	46	4.0
SEN Support	121	10.4
SEND + Pupil Premium	103	8.9
<b>Total SEN</b>	<b>167</b>	<b>14.4</b>

### **Vision:**

Our key intent at Astrea Academy Dearne is to ensure that all pupils, regardless of their individual circumstances, needs or starting points, are offered a broad and balanced curriculum which enables them to experience individual success and to feel included in all aspects of school life.

Primary Areas of Need	No. of Pupils	%
Communication and Interaction	74	44
Cognition and Learning	45	27
SEMH	33	20
Physical and Sensory	15	9
Primary Need	No.	% school pop
Learning difficulties	68	5.9
Autism	48	4.1
Social, emotional, mental health	39	3.4
Speech, language, communication	27	2.3
ADHD	8	0.7
Physical disability	11	0.9
Hearing impairment	7	0.6
Visual impairment	8	0.7

### **Overview of key provisions**

#### **Athena (C&L) – 38 pupils y7-11**

A bespoke curriculum aimed at developing basic skills for pupils who are not yet 'secondary ready'

#### **Athena Synergy (C&I) – 10 pupils y7-10**

A brand-new specialist provision for pupils with a high level of communication need (e.g. Autism)

#### **Lego Therapy – 21 pupils y7-10**

Develops fine motor, social and self-regulatory skills

#### **Speech and Language Therapy – 8 pupils y7-11**

#### **Lunchtime social group – 10 pupils y8-10**

#### **EAL support – 2 pupils**

#### **Physiotherapy – 2 pupils**

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

## Section 2 - Identifying Special Educational Needs or Disabilities (SEND)

Often, pupils with a SEND have been identified during their time at Primary School. We have close links to our Feeder Primaries and this information is therefore passed on to us as part of an extended transition (See Section 8).

There are other ways in which SENDs may be identified, including:

- Referral of concerns by a parent / carer
- Referral of concerns by a Teacher / Key Worker / Form Tutor / Head of Year
- Referral of concerns by the pupil themselves
- School progress and attainment reports show a pupil is making less progress than their peers
- CATs baselining assessments at the start of Y7
- Annual reading age assessments
- LUCID computerised assessments
- Other literacy / numeracy / in school tests which may indicate a potential SEND
- Specific assessments made by an employee of the Academy Trust, e.g. SEND Officer
- External tests or an external agency (an Educational Psychologist or medical professional for example) works in partnership with the school to explore a potential SEND

In each of these cases, parents / carers will be contacted by a member of the SEND Team or the SENDCo to discuss the possibility of the pupil being added to the SEND Register and offered additional / alternative support or provision to suit their individual needs.

The school utilises a range of 'in house' tools such as Lexia, Accelerated Reader and LUCID software as well as GRT and WRAT paper-based tests in order to gather further information about potential SENDs.

We also work closely with external agencies such as:

- Child and Adolescent Mental Health Service (CAMHs)
- Barnsley Educational Psychology Services (EPS)
- Barnsley Sensory, Communication and Interaction Team (SCI)
- The School Nursing service
- Educational Welfare Officer (EWO)
- Family Intervention Service (FIS)
- Occupational Therapist (OT)
- Speech and Language Therapist (SALT)
- Children's Therapy
- Targeted Youth Support

It is usual practice for referrals to external agencies to first be discussed with parents / carers, and only made if all parties are in agreement.

## Section 3 - A Graduated Approach to SEND Support

The most effective way to support the learning of any pupil is through Quality First Teaching – whereby activities and resources are carefully differentiated to meet the needs of individuals and groups of pupils. In every lesson, every pupil should be challenged, but also given appropriate support by their class teacher, to enable them to achieve their full potential.

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

The vast majority of our pupils, including those on the SEND Register, attend mainstream lessons.

If the need for additional support is identified, a pupil will be placed on the school's SEND Register. Once placed on the SEND Register, the level and type of support provided for a pupil will depend upon their individual needs. This is known as 'graduated' support.

All pupils on the SEND Register are invited to co-produce a One Page Profile (See Appendix One) which is used to inform all relevant teaching staff how best to support them in lessons. Parents / carers are also invited to contribute to and regularly review this document.

Some pupils will receive additional support in their lessons, including:

- In-class support from an additional adult, such as a Learning Support Assistant (LSA)
- Individual / small group / targeted intervention led by a Higher Level Teaching Assistant (HLTA)
- Specialist equipment (such as ICT, dictaphone, adapted furniture or other classroom equipment)
- The use of a coloured overlay, time out pass, or other resources as required

Outside of lessons, certain pupils may also:

- Attend Key Stage 3 bespoke literacy or numeracy intervention sessions e.g. Read Write Inc
- Attend Key Stage 4 bespoke intervention sessions to support academic progress
- Attend regular mentoring sessions with a named key worker
- Co-produce Social Stories, to explore and develop social / emotional resilience
- Attend Lego Therapy group sessions with a specialist trained LSA
- Access a Nurture Breakfast
- Attend Lunchtime Club
- Attend Handwriting Development Intervention and/or Fine Motor Skills Development Intervention
- Make regular use of the Lexia and/or LUCID programmes to improve literacy
- Make regular use of the Accelerated Reader programme
- Participate in the Lexonic Sound Training intervention
- Access physiotherapy or other self-care support throughout the day
- Access speech and language therapeutic (SALT) sessions with a specialist trained LSA
- Access a THRIVE programme

In very specific circumstances, the school supports a limited number of pupils in alternative learning facilities such as *Athena* and *Synergy*.

*Athena* is a well-established and award-winning innovation at The Dearne which targets specifically the small number of pupils in Key Stage 3 who have been identified as requiring an entirely different provision in order to develop the skills needed to access a mainstream Secondary curriculum. This may be appropriate for certain pupils for a range of reasons, including due to their prior attainment or their special educational needs, and is considered on an individual basis. The rationale is that by reinforcing the progress made in Year 6, through Primary teaching methods that pupils will be familiar with, but with a focus on closing the specific gaps in their knowledge, we can work towards the functional skills required for pupils to 'graduate' into mainstream lessons successfully.

*'Primary approach, Secondary expectations'*  
Angela Moore, Assistant Principal: Inclusion

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

The majority of the Athenian curriculum is delivered through literacy and numeracy sessions, as these subjects are fundamental to being 'Key Stage 3 ready'. However, pupils will still study a balanced range of subjects including science, drama, art, music, computer studies, humanities, modern foreign languages, physical education and food technology. They also attend a mainstream registration group, assemblies, and engage with all other aspects of the mainstream school day; with social integration among their peers being a significant consideration.

At Key Stage 4, pupils may continue to follow a bespoke curriculum and work towards achieving a selection of Entry Level qualifications and/or GCSEs, according to their individual need.

*Synergy* is our brand-new provision for pupils with an Education, Health and Care Plan (EHCP) where Communication and Interaction (C&I) is their primary need. The provision has been specially commissioned by Barnsley Local Authority and caters for pupils who would otherwise attend a specialist setting. Learners with a diagnosis of Autism, or other significant barriers to communication, self-regulation and engagement in learning and social activities are supported in a consistent, small-group environment with a high level of adult support. Specialist teachers and Higher Level Teaching Assistants (HLTAs) deliver a bespoke, therapeutic and language-focused curriculum, alongside more formal sessions geared towards outcomes in literacy, numeracy, science, humanities, physical education and social/independence.

#### Section 4 - Assessing and Reviewing the Progress of Pupils with Special Educational Needs

The progress of pupils on the SEND Register is monitored in the same way as for other pupils: Subject Teachers and Form Tutors contribute to regular reports on the attitude to learning and attainment of pupils for whom they are responsible; and these reports are issued to parents / carers.

After each reporting cycle, Heads of Faculty and Heads of Year undertake forensic analysis of these reports on individuals and groups of pupils to identify trends and areas where additional support or intervention may be required.

In addition, the SENDCo will use these reports to monitor the progress of pupils on the SEND Register. The SEND Team works closely with teachers, the pastoral and senior leadership teams, parents / carers and their children to ensure that pupils who are not making progress in line with their peers are identified and offered appropriate support.

If the additional support offered does not begin to 'close the gap' between the progress of a pupil and his / her peers, then the level of support offered by the SEND Team will be increased. The pupil and their parent / carer will be invited to a meeting to set SMART targets (those which are Specific, Measurable, Achievable, Realistic and with a Time limit) and these will be recorded as part of an ongoing cycle of Assess - Plan - Do - Review. These targets will be revisited and updated a minimum of once per term, and may be used as evidence to support an application for an Education, Health and Care Plan (EHCP) if appropriate.

Academic progress (for example, improving grades) is not the only measure of progress for pupils, and particularly for those with SEND. The school actively promotes the development of Social, Moral, Spiritual and Cultural understanding through its taught curriculum and extra-curricular programmes. In addition, key 'life skills' and 'independent living skills' programmes also delivered by the SEND Team; and these may be used as targets for pupils on the SEND Register.

When necessary, and with the agreement of a parent / carer (See Section 2) an external agency may be invited to contribute to the assessment of a pupil with SEND. The form and duration of this

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

assessment will vary depending on specific circumstances, but will be discussed prior to any referral being made.

## Section 5 - How the School Evaluates the Effectiveness of its Provision for Pupils with SEND

Routine data analysis of examination results for Key Stage 4 and attainment / progress for Key Stage 3 ensure that there is a robust system for comparing the academic success of pupils with SEND against those who are not on the SEND Register. This information is also compared against national data to help evaluate the effectiveness of provision for all children on the SEND Register in school.

The effectiveness of specific programmes of support, or interventions, are evaluated through the use of pupil voice, parent voice, interviews with teaching and support staff, and the use of attainment data where appropriate. We use an Assess-Plan-Do-Review (APDR) pro forma (See Appendix Two) to track if SMART objectives for individual pupils are being met.

There is a continual cycle of quality assurance for teaching and learning, which includes observations of lessons and the monitoring of books and lesson materials, to ensure that all staff are aware of pupils' specific needs and how to support them, and that they are being provided with effective learning experiences.

## Section 6 - Supporting Pupils and Families – Consultation Arrangements

The school actively seeks to involve parents / carers and their children fully in all decision making relating to the support offered to pupils on the SEND Register. In particular, we make use of 'person centred planning' (PCP) which means that the pupil is at the very heart of everything that we do, and that they play a leading role in designing their own package of support.

For pupils who are on the APDR pathway, and those with Education, Health and Care Plans, parents / carers should expect to be contacted (usually by telephone) by a member of the SEND Team on a regular basis to discuss how their child is progressing.

Parents / carers are invited to contact the SENDCo by telephone or email to discuss any concerns, or to arrange a meeting in school if required.

## Section 7 - Supporting Pupils at School with Medical Conditions

Astrea Academy Dearne is an inclusive school and will not discriminate against any pupil on the grounds of a medical condition. Most pupils with a medical condition take part in the same activities as other pupils. However, if their medical condition precludes them from doing so, reasonable adjustments or alternatives will be discussed with the parent / carer and pupil. These will be specific to each individual and designed with the aim of matching that offered to other pupils as closely as possible, whilst ensuring that health and safety requirements are met.

The school has a robust first aid policy, which is available upon request.

There are students who may have particular medical conditions where the administering of first aid or other medical assistance may be required in school. Such children should be subject to an Individual Care Plan and may require special procedures in the event of an accident.

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023



The school also prepares a Personal Emergency Egress Plan (PEEP) for pupils with limited mobility, to ensure preparedness for what to do in the event of an emergency evacuation of the building.

Members of the SEND Team work in partnership with the school's Medical Lead to support pupils who require assistance with personal care.

There is a Medical Room and a Hygiene Room (a fully equipped wet room), replete with hoist and shower facilities, on the ground floor which may be used by pupils if required.

### Section 8 - Supporting Pupils during Transitions Between Key Stages

For all children, we ensure early and timely planning for transfer into our school, between our school year groups and onto the next phase of education.

Mrs Jade Hodgkinson, Director of Primary Pedagogy and Practice, supports with the co-ordination of the transition from the Primary to Secondary phase for all pupils with an identified additional need; and there is a multi-faceted approach to ensure that pupils are fully supported during this pivotal time in their education. As a Primary specialist, Mrs Hodgkinson has a wealth of expertise: having worked in both Primary and Secondary schools, she is therefore able to 'share the journey' with pupils as they move from one to the next. A key aspect of the role includes regular visits to our Primary feeder schools, building up close working relationships with teachers, pupils, and parents to ensure a smooth transitional period.

During the Summer Term of Year Six, all children are invited to attend the school for two days a week for several weeks. They will have the opportunity to explore the school grounds, to meet their future teachers and peers, and to experience lessons across a range of subjects. Bespoke, and extended transition visits for pupils with SEND are also offered, and may include additional familiarisation visits, parental / carer visits to the school and other reasonable adjustments to ease transition between Primary and Secondary settings.

The SEND Faculty has a proud tradition of hosting additional open evenings. These are invitation-only events for pupils with SEND who will be transitioning to Year 7. A range of activities are organised, and there are opportunities for pupils to familiarise themselves with the school and its staff, as well as discuss any additional planning that may be required ahead of transition.

For children with an EHCP, the SENDCo will seek to attend the Year 6 Annual Review meeting, to ensure that there is clear continuity in terms of support and information sharing.

From Year 9 onwards, we will discuss children's hopes for the future and other aspects in preparing for adult life. If a child has an EHCP, then a representative from the Targeted Information Advice and Guidance (TIAG) service will be invited to attend their Annual Review and will offer advice with regard to careers and further education.

In Year 11, visitors are also invited from local colleges to get to know the pupils before they transfer to their settings. This enables all information to be shared and an appropriate support package to be put in place before they transition to Post 16.

Our Director of Careers, Guidance and Student Leadership, Catherine Carruthers, offers support to pupils in year 11 and guidance interviews, upon request. Pupils are also given opportunities to attend open days, visits and career fairs with the Careers Team.

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

## Section 9 – Staff, Training and Resources

In addition to the teaching staff at Astrea Academy Dearne, the SEND Faculty also have:

- An Inclusion Team, comprising a Pastoral Lead, Inclusion Lead and Attendance / Behaviour Lead
- A Specialist Teaching Team, comprising a Specialist Teacher, 1 HLTA and 2 LSAs
- An Alternative Provision Teaching Team, comprising 2 Teachers, 4 HLTAs and 1 LSA
- A mainstream Support Team, comprising 4 LSAs
- A SEND Administrator

The staff at Astrea Academy Dearne have a broad range of experience and qualifications to facilitate appropriate support and provision for the needs of pupils. Teachers, Learning Support Assistants and Higher Level Teaching Assistants undertake regular and frequent training to ensure that they are able to support and challenge students across the full range of the curriculum. This includes SEND awareness, safeguarding and effective classroom support strategies. Staff also undertake more specialist training to support pupils with complex needs.

Examples of some of the courses, qualifications and training which has recently been undertaken by our staff include:

- Feb 2022 – Supporting learners with English as an Additional Language (EAL) (*All staff*)
- Feb 2022 – Supporting learners with Autism (ASD) (*All staff*)
- Feb 2022 – ELKLAN (JSS)
- British Sign Language (Staff + pupils) – weekly, Spring Half Term 1
- Supporting Pupils with Tourette's, (*All staff*) Faculty-led
- Delivering ASDAN (AWD)
- HLTA Qualification (CJN, CLY, OMW, SDY, AWD, ESN)
- Jan 2022 – Emotional Literacy Support Assistant (ELSA) (CJN, AFC)
- Jan 2022 – Team Teach (MPR, ABL, SDY, CLY, OMW)
- Social Stories, Comic Strip Conversations (JSS, AFC, OMW)
- Oct 2021 – Supporting Pupils with a Stammer (*All staff*)
- Oct 2021 – Thrive (ARN)
- Designated Safeguarding Lead / Safeguarding (RPY, AME, MPR, SMN)
- Sept 2021 – Supporting learners with Optic Atrophy (Teachers)
- Sept 2021 – Fresh Start reading intervention (CHO, ARN, ABL)

This list should not be seen as exhaustive, as our staff are constantly being upskilled.

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

## Section 10 - School Accessibility Arrangements

The school is wheelchair accessible, with access to all floors and classrooms by multiple elevators. There are height-adjustable desks and the equipment used by pupils is reviewed, with the input of an Occupational Therapist where necessary, to ensure that it is accessible to pupils with SEND.

The school aims to prepare pupils for their exams, but also life after they leave education, and will therefore not provide un-necessary support as this may prevent pupils from developing important skills and independence. However, We routinely assess pupils to identify when support is required, and will make applications to the relevant examination bodies to ensure that appropriate and timely arrangements are in place for eligible children.

Testing for exam access arrangements begins in Year 9 at the earliest.

Examples of exam access arrangements that are commonly granted include:

- 25% or 50% extra time
- Supervised rest breaks and/or a separate room to take examinations
- The use of a coloured overlay
- The support of an adult to read text, or name colours
- The support of an adult to scribe (write for the pupil)
- The support of an adult to prompt a pupil
- Permission to use a laptop to respond to exam questions

It is also possible to provide texts with an adjusted font, size or colour, when this is necessary.

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

## Section 11 - School Complaints Procedure

Our school values its relationship with pupils and parents and encourages those with concerns regarding their child's education or the service we provide to contact the school with aim of resolving the issue or concern.

However, where a parent wishes to make a complaint it will be treated seriously and managed in a formal procedure.

- 1 The parent must submit their complaint in writing or by using the School Complaint Form. Anonymous complaints will not be dealt with.

The letter/form should contain as much detail as possible

- 2 The complaint will be acknowledged in writing within 5 school days stating which member of staff will be managing the complaint.
- 3 Within a further 20 school days an investigation of the complaint will be undertaken.
- 4 Within 5 school days of completing the investigation the parent will receive a copy of the report and the headteacher's decision, or notification that the headteacher will investigate further. If the headteacher decides to undertake a further investigation the parent will be notified of this and be given a date by which it will be completed( normally a further 10/15 school days)
- 5 The parent will be invited to attend a meeting to discuss the report, if they wish, at a time convenient to them. There is no time limit to this.
- 6 Irrespective of whether the parent attends a meeting they have the right of appeal to the Governing Body Complaints Committee if they are dissatisfied with the outcome of the complaint.
- 7 A Complaints Committee meeting will be held within 15 school days of the parent informing the school they wish to appeal.
- 8 The decision of the Complaints Committee will be sent to the parent, in writing the school day following the meeting.


The decision of the Complaints Committee is final.

The parent can submit a complaint to the Local Authority only on the grounds that the school did not follow its published procedure. The Local Authority will not investigate the parent's original complaint against the School, however the Local Authority may check that the school followed its published procedures.

*Where the complaint refers to the headteacher the chairperson of the Governing Body will investigate the complaint.*

<b>Title</b>	SEND Policy and Information Report
<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

Section 12 - Appendix One: An example One Page Profile

 <p><b>ASTREA ACADEMY DEARNE</b> Astrea Academy Trust INSPIRING BEYOND MEASURE</p> <p><b>SEN - One Page Profile</b> (Ver 5, Feb 2022)</p> <p>Name: #####</p>	<p><b>Specific Needs:</b></p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Language processing and sensory challenges</li> <li>• Social communication and social interaction difficulties.</li> <li>• ##### is blind in one eye</li> </ul>	<p><b>What I want you to know about me:</b></p> <ul style="list-style-type: none"> <li>• I am good at Maths.</li> <li>• Give me learning that has a purpose.</li> <li>• I need time to practice things.</li> <li>• I need time to process instructions. Fairness is important.</li> <li>• I find people annoying.</li> <li>• I struggle with pointless work.</li> <li>• I don't like that I am allergic to Lactose.</li> <li>• I don't like Fortnite I like racing cars and Xbox.</li> </ul>
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**Exam Access Arrangements (delete as appropriate):** +25% time / +50% time / Reader / Laptop / Scribe / Rest breaks / Sep room / Prompter

- Strategies to support me in the classroom:**
- Staff to model playing structured games like board games and simple group games.
  - Play circle time games to encourage and practice turn taking, rules and interactions.
  - ##### will need regular, pre-planned breaks – movement breaks, walking outside, etc.
  - Adult modelling of games / peer interactions with a gradual increase in independence.
  - Small group and individual activities.
  - Support ##### to access topics of interest; favour pupil-led activities and incidental learning.
  - Share stories using a range of materials with ##### that clearly show action and narrative progression and focus on activities to promote comprehension skills.
  - Access to fiddle toys to reduce stress levels; be sensitive to #####'s sensory needs and to help him manage these throughout the day.
  - Use of a visual timetable to remind ##### what is happening; visual warnings and countdowns to prepare.
  - Key workers to use reflective and therapeutic language to reflect on how ##### is/has been feeling.
  - ##### struggles to understand and navigate his way through social interactions with peers, therefore use social stories to help ##### to understand what is happening/happened.
  - ##### can often misunderstand social situations if they fall outside of his expected lines of understanding.
  - ##### struggles to see things from other people's point of view, therefore use social stories to help ##### understand. Play circle time games to explore feelings and empathy.
  - ##### finds it difficult to make any sense of social interactions.
  - ##### finds it difficult to articulate his thoughts and feelings, but he can articulate negative feelings, therefore use of scripts to help validate and name his feelings and emotions.

 <p><b>ASTREA ACADEMY DEARNE</b> Astrea Academy Trust INSPIRING BEYOND MEASURE</p>	<h2>Pupil Outcomes and Review Points</h2> <p>Ensure Pupil, Parent and Teacher involvement; Review three times a year; Targets should be SMART</p>
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**Provision (delete as appropriate):** Athena / Synergy / Eleos / Atlas / 1:1 / Keyworker / Calm Room / Lego / Social Story / 5pt Scale / Physio / SALT

		Review date: 21/1/22			Review date: 99/99/99			Review date: 99/99/99		
		Not met	Partially met	Met	Not met	Partially met	Met	Not met	Partially met	Met
Date outcomes were set: 13.9.2021										
English or literacy	In 3 months to be able to participate in a reading activity with an adult 3 times a week.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In 12 months to be able to complete short English learning activities (5mins) with an adult or small group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths or numeracy	In 3 months to be able to engage in maths games or maths challenges with an adult 3 times a week.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In 12 months to be able to complete short maths learning activities (5mins) with an adult or small group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence and Pastoral	In 3 months to reduce anxiety around coming to school and attend full time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In 12 months to be able to consistently manage transitions from one activity to another, with support; for instances of dysregulation to reduce below weekly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication and interaction	In 3 months to be able to develop a positive relationship with one other student.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In 12 months to be able to appropriately interact with 3 peers so he is able to work on a small group activity positively for 30 mins every day.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent and Pupil voice	Mum and dad have previously been concerned about ##### not producing 'formal' work; discussed how individualised projects can demonstrate the same skills and the longer term target to produce 'formal' work. Agreed the massive success with developing SEMH.									

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<b>Author</b>	R Purdy
<b>Date Produced</b>	February 2022
<b>Next Review Date</b>	February 2023

## Section 12 - Appendix Two

### An example page from one cycle of Assess Plan Do Review (APDR)

ASSESS - PLAN - DO - REVIEW			PUPIL NAME	XXXXXXX
			CURRENT YEAR	8
		FURTHER INFORMATION / REASON FOR APDR		
		SIGNIFICANT BEHAVIOURAL CONCERN; EDUCATIONAL PSYCHOLOGY STATES 0.1PERCENTILE COGNITIVE		
		CYCLE NUMBER	1	
ASSESS (delete as appropriate)	OUTCOMES (informed by EP Report)	PLAN / DO (date of planning meeting: 5/9/19)	REVIEW (date of review meeting: 14/11/19)	
<p>Attainment data is collected three times a year from all subject teachers.</p> <p>Attitude to learning data is collected six times a year from all subject teachers.</p> <p>Annual reports are completed once per year by all subject teachers and the pupil's form tutor.</p> <p>Meetings, including phone calls, with pupil and parent to gain their views.</p> <p>Informal lesson observations by the SENCo and Head of Year – weekly.</p> <p><b>Reading Age Assessment – 10/10/2019 – Reading Age 6yrs1mo</b></p> <p>LUCID screening tool.</p> <p>Educational Psychologist assessment / observation.</p> <p>Family Support / Social Services involvement and action plan.</p>	<p>Mid Term: Xxxxxxx to make progress against personalised 'next step' targets informed by detailed curriculum assessments</p> <p>Short Term: Xxxxxxx to consolidate Y2 single-word recognition of vocabulary; to develop fluency of reading and accuracy to expected Y2 standard; to be able to complete all of the four basic operations in numeracy with adult support and to Y2 standard</p>	<p>Xxxxxxx is taught within the Athena alternative curriculum in school. A small teaching group of 20 pupils within a consistent classroom base. High level of additional adult support – in every session. One to one support for lesson starts, transitions and independent tasks. Small group (1:3) in 'break out space' for extended tasks or where pre-teaching is required. Xxxxxxx is taught to KS1/KS2 curriculum objectives by an experienced primary specialist SENCo. The classroom environment is language-rich and tactile. Literacy and numeracy are the main focus and taught 1hr/each per day.</p>	<p>Xxxxxxx continues to struggle with the vocabulary, even at this level. Not possible to move beyond single-word and short sentences. Whole texts must be read to Xxxxxxx rather than by Xxxxxxx.</p> <p>Xxxxxxx requires lots of repetition, modelling and working with an adult to complete basic addition/subtraction problems. He will not engage independently with numeracy problems of more than single digits. Graphical problems seem more successful – e.g. colouring in of fractions of shapes.</p> <p>Xxxxxxx struggles to form legible hand written text, and will not write for more than a few minutes at a time. Lacks resilience and stamina in producing work. Need to build up length of time working independently.</p>	

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