

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.

At Astrea Academy Dearne, we are privileged to have two Special Educational Needs and Disabilities Coordinators (SENDCos), each with distinct roles and responsibilities.

Mrs Rachel Cruickshank-Sutton is the SENDCo for mainstream provision.

Mrs Cruickshank-Sutton is currently undertaking the National Award for SEN Coordination (NASENCo).

She can be emailed at rachel.cruickshank-sutton@astreadearne.org

Mr Robert Clare is the SENDCo for the Athena resourced provision and Synergy specialist communication and interaction provision.

Mr Clare has completed the National Award for SEN Coordination (NASENCo).

He can be emailed at rob.clare@astreadearne.org

For any queries relating to SEND provision, the best way to contact us is through the shared email inbox sen@astreadearne.org

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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 fully 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.**

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ASTREA ACADEMY DEARNE – SEND POLICY AND INFORMATION REPORT

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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>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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:

https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/


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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) or Specific Learning Difficulties (SpLD)
- 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 more than double the proportion of pupils with an Education, Health and Care Plan (EHCP) than other state-funded secondary schools (2.2% nationally, June 2022) but we are in line with the proportion of pupils on SEN Support (11.9% nationally, June 2022). 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.

 <h3>Astrea Academy Dearne SEND Profile May 2023</h3>		
SEND	No. of Pupils	% school population
EHCP	56 (inc. 37 AP)	4.9
SEND Support	135	11.8
SEND + Pupil Premium	113	9.9
Total SEND	191	16.7

Primary Areas of Need	No. of Pupils	%
Communication and Interaction	67	35
Cognition and Learning	55	29
SEMH	50	26
Physical and Sensory	19	10

Significant Diagnosis	No.	% school pop
Autism	48	4.2
Physical disability	6	0.5
Hearing impairment	7	0.6
Visual impairment	2	0.2

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.

Overview of key provisions
 Athena (C&I) – 51 pupils
 Synergy (C&I) – 11 pupils
 Lego Therapy – 23 pupils
 Lexia – 8 pupils
 Fine motor skills – 9 pupils
 Speech and Language Therapy – 8 pupils
 Physiotherapy – 1 pupil
 Braille – 1 pupil
 Sensory circuits – 2 pupils

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

Often, pupils with 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 SEND 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 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 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 and LUCID software as well as GRT and WRAT paper-based tests in order to gather further information about any underlying or additional needs.

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 Centre / Early Help Team
- Occupational Therapist (OT)
- Speech and Language Therapist (SALT)
- Children's Therapy
- Targeted Youth Support
- Independent Travel Training
- Targeted Information, Advice and Guidance (TIAG)

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.

See Appendix One for more information on our process for Identification and Assessment of needs, as well as a list of Interventions available to our pupils.

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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.

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 Two) 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 a 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
- 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*, *Synergy* or *Eleos*.

Established in September 2018, Athena is our SEND Resource Base for students on the SEND register (but more specifically with an EHCP). Half of our places are commissioned by BMBC, welcoming young people from the Barnsley area to our popular provision. The remaining places are allocated to students from our feeder primary schools. This provision primarily supports students with learning and cognition needs though some may also have communication and interaction needs. Subjects are taught in a base classroom extending the transition from primary school. We have three classes: Year 7/ Year 8/9/ Year 10/11 each one is led by a teacher and supported by at least 1 HLTA. The full broad and balanced curriculum is offered at KS3 but allocations to English and maths are

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significantly increased to aide accelerated progress in these fundamental areas. Running alongside the academic curriculum, we offer a Therapeutic Curriculum to offer additional support using a Thrive approach. In addition, personalised interventions are provided to students based on their individual needs these could include: Fresh Start Phonics, Lego Therapy, ELSA, Social Stories, Thrive to name a few. Students enter the provision in year 7 and have the opportunity to graduate back into the mainstream school once they are working in line with their peers in English and maths. However, if a student is not ready to graduate by the end of year 9, they will remain with Athena until the end of KS4 where they embark on a comprehensive and bespoke set of qualifications that prepare students for life beyond school. We currently support approximately 52 students across year 7 to 11.

Following the success of the Athena provision we then established *Synergy* in September 2020 in collaboration with BMBC. Synergy is a Specialist SEND Unit for students with communication and interaction needs. All students have an EHCP and all places are commissioned by BMBC via consultation. The provision offers both an academic and therapeutic curriculum delivered within 2 classrooms and a series of intervention and sensory spaces providing a sprawling and adaptive space for the individual needs of our learners. The provision is led by an SEN teacher and supported by 2 HLTAs and 3 LSAs, thereby maintaining a high adult to student ratio. The provision offers a broad curriculum with literacy and numeracy hours taking place every day alongside science, humanities, RE, arts, cookery and PSHE. A very exciting aspect of our week takes place on Fit Friday, where all aspects of the curriculum are delivered through physical activity this is topped off by fully funded swimming lessons which take place in the leisure centre next door which we hire for our private use. Running alongside the academic curriculum, we offer an extensive range of targeted and personalised interventions to offer additional support these could include: Fresh Start Phonics, Lego Therapy, ELSA, Social Stories, Thrive, sensory, fitness, forest school, SALT to name a few. The school day starts at 8:45am and ends at 2:45pm.. Life skills are a fundamental part of the learning experience and are weaved throughout our curriculum; these include: taking breakfast orders, making and eating communal breakfast, ordering our shopping and cooking meals to take home. The provision welcomes all secondary age students from 7 to 11. We currently support approximately 16 students.

Established in September 2019 and named after the god of forgiveness and compassion, *Eleos* is an internal alternative provision for students at KS4 who may be at risk of permanent exclusion. Eleos is the last intervention Astrea Academy Dearne can offer students in years 10 and 11 who have accessed multiple behavioural, social and emotional interventions. We are extremely lucky to have our own area in school made up of a main classroom and two intervention rooms where all teaching takes place. The provision has its own entrance and the environment is designed to aide regulation. Currently, our school day starts with morning address and family breakfast which students and adults make and eat together. Students arrive at school for 8:45am and leave at 2:45pm. The provision is staffed full time with a Head of Eleos, Behaviour and Attendance Manager and HLTA offering extensive and personalised pastoral support. Teaching staff are specially selected to teach in the provision. Students currently engage in the full 8 GCSE offer including GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Science, GCSE History, GCSE Art and GCSE Photography. This is supported by life skills qualifications in ASDAN and an ELC in IT. The formal curriculum is adapted further with personalised mentoring, additional PE in a private gym, access to the local brick pond and angling, sensory support, ELSA and Lego Therapy. We work closely with the Director of Safeguarding and the Student Health and Wellbeing Lead on providing highly personal SEMH support to both students and families. Securing Post 16 destinations for our students is paramount and we provide enhanced careers support which has provided a 100% success rate since our inception. We currently support approximately 16 students.

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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 (See Appendix Four). 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 assessment will vary depending on individual circumstances and 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 also use the pupil SEN Support Plan (SSP) to record the process of Assess-Plan-Do-Review and to track if SMART outcomes for individual pupils are being met (See Appendix Four).

Each intervention is also regularly quality assured and intervention-specific impact reports (See Appendix Five) are used to evaluate the efficacy of each intervention, ensuring that resources (including the pupil's time in school) are used to maximum effect.

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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, as well as pupil voice activities. Leaders are committed to ensuring that all staff are aware of pupils' specific needs and how to support them, and that they are receiving highly effective opportunities for learning.

We are proud to have formed close relationships with several other schools, the local authority and external agencies, who frequently visit to offer peer review and to learn more about how we provide an inclusive education to meet the needs of our children.

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' 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.

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 transition into our school, between our school year groups and onto the next phase of education.

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Miss Joanne Buckley, Assistant Principal: Inclusion, 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. 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 and to begin their time as 'Dearne pupils' prior to their formal transition in September. 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 adjustments to ease transition between Primary and Secondary settings.

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 inhouse Careers Service will support pupils in year 11 with guidance interviews, and pupils are also given opportunities to attend open days, visits and career fairs with the Careers Service.

Section 9 – Staff, Training and Resources

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

- A Pastoral 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, 3 HLTAs and 2 LSAs
- A mainstream Support Team, comprising 5 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:

- June 2023 – Self Harm Awareness (*All staff*)
- May 2023 – Effective Deployment of LSAs (*All staff*)

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- April 2023 – Sensory / Co-regulation techniques (SEN Team)
- Jan 2023 – Supporting pupils with ADHD / movement breaks within the classroom (All staff)
- Jan 2023 – ELKLAN (Complex Needs 0-25) (AWD)
- Nov 2022 – Lexia intervention (JSS)
- Nov 2022 – Inclusive classrooms (All staff)
- Sept 2022 – Emotion Coaching (AWD)
- Sept 2022 – Vocab Builder (SGT, PPR)
- Sep/Dec 2022 – Stammer Support (JSS)
- Sept 2022 – Sensory Needs Practitioner (SDY)
- Sept 2022 – SEND Induction (All staff)
- Jul 2022 – Rebound Therapy (CHO)
- Jul 2022 – Positive Regard (SEN Team)

This list should not be seen as exhaustive, as our staff are constantly engaged in SEND specific training to meet the needs of the pupils within our provisions across the school.

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.

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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.

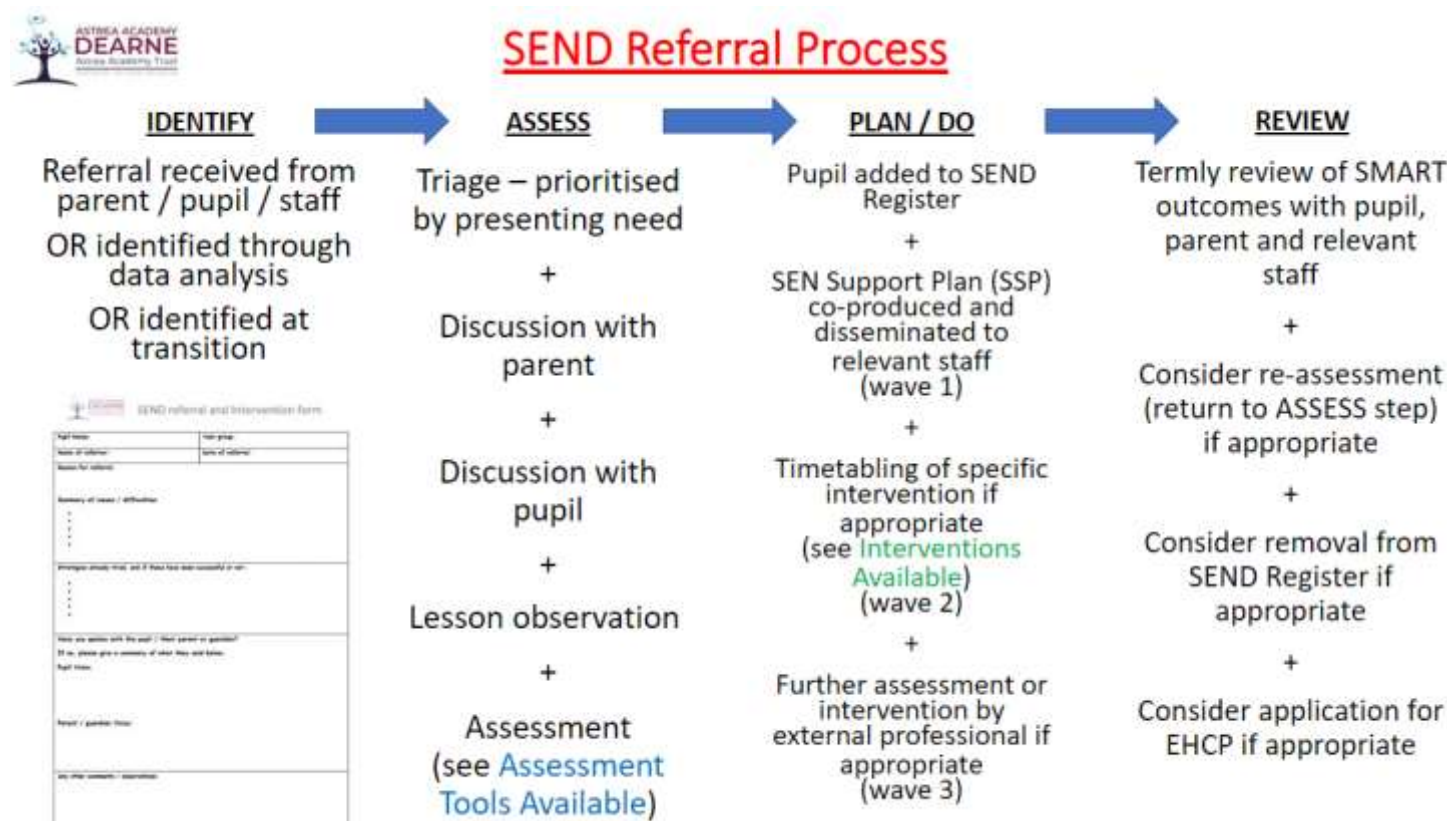
The parent can submit a complaint to the Local Authority only on the grounds that the school did not follow its published procedure. The Local Authority will not investigate the parent's original complaint against the School, however the Local Authority may check that the school followed its published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

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

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Section 12 - Appendix One

The SEND Referral Process, including Assessment Tools and Interventions available in school



Assessment Tools Available

Internal Assessment

- LUCID literacy screen
- Lesson observation
- Boxall profile
- THRIVE assessment
- Wide Range Achievement Test (WRAT)
- Astrea Reading Age assessment
- Sensory difficulties questionnaire
- Specific learning difficulties questionnaire

External Assessment (Wave 3)

- ASDAT referral
- ADHD referral
- CAMHs / MHST referral (Branching Minds)
- Educational Psychologist
- Social, Communication, Interaction (SCI) Team
- Speech and language therapy (SALT)
- Occupational Therapy (OT)
- Children's Therapy
- School Nursing service / 0-19 service
- Visual Impairment Team
- Hearing Impairment Team

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Section 12 - Appendix One (continued)

The SEND Referral Process, including Assessment Tools and Interventions available in school



Interventions Available (Wave 2)

- Social stories
- Comic strip conversations
- Lexia literacy programme
- Fresh Start reading programme
- Secondary Language Links
- LINGO language programme
- THRIVE
- ELSA session
- Touch typing
- Braille practice
- Physiotherapy
- Fine motor skills development
- Speech and language therapy (SALT) or Vocabulary Builder
- Sensory therapy session
- Keyworker mentoring
- Calm room / sensory resource
- Lego therapy
- Student Health and Wellbeing
- Athena (resourced provision)


Broader network of support for families

- Targeted Information, Advice and Guidance (TIAG)
- Family Support / Early Intervention
- School Transport
- Youth Offending Team (YOT)
- Short Breaks
- Independent Travel Training

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Section 12 - Appendix Two

An example One Page Profile as part of an SEN Support Plan (SSP)

 <p>ASTREA ACADEMY DEARNE Astrea Academy Trust <small>INSPIRING BEYOND MEASURES</small></p> <p>SEN - One Page Profile + SSP</p> <p>Name:</p>	<p>Specific Needs:</p> <p>Autism</p> <p>Personal care needs</p>	<p>What I want you to know about me:</p> <p>Please do not get too close to me - my personal space is important</p>
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Strategies to support me in the classroom:

may struggle to remain still for extended periods of time. Try to incorporate one or two 'movement breaks' within your lesson - e.g. ask her to hand out the books / equipment or give her a role in scribing on the whiteboard for the class.

may say that she has understood in order to 'please' – check that she has definitely understood by asking her to repeat back / explain in her own words.

Do not insist on eye contact.

needs to use a blue overlay (available from SEN); please use pale blue backgrounds for power points.

may struggle with the concept of homework, as this is 'school but not at school'. Please inform parent of any homework tasks or projects and agree how/when they will be completed.

Please contact SEN if support is required from **'s keyworker - e.g. morning arrival.**

Seat at front of class, in the middle of the row, with a clear view of the board.

has a range of sensory needs - she can be sensitive to sounds, textures, smells and certain tastes. Please speak with prior to any activities that could be loud, or over-stimulating to ensure she is comfortable with them. She may need to wear ear defenders / ear plugs. Try to limit noise in the classroom. Ensure is sat away from any sources of noise such as buzzing electrical equipment.

may be anxious / overwhelmed. Allow her a pop-it, tangle toy or ribbon to self-regulate.

can become anxious or overstimulated in busy areas. Where possible, maintain a calm environment and allow to avoid the busy areas of school.

Medical Information:

Personal care needs – please prompt to go to the hygiene room if needed.

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Section 12 - Appendix Three

An example Provision Map as part of an SEN Support Plan (SSP)

Provision Map				
Exam Access Arrangements (If applicable):				
Passes (If applicable): Toilet, Hygiene Room, Calm Room				
Details of provision	Adults:pupils	Duration (mins)	Frequency per fortnight	Notes
Keyworker time	1:1	15	10	Named keyworker to check in with I daily
Lego therapy	1:4	65	2	Structured lego therapy programme delivered by specialist trained LSA using roles to develop responsibilities and work towards C&I and Independence targets
Calm room	1:1	15	10	Supervised sensory space used flexibly to respond to dysregulation and as a supportive return to school following absence
Lunchtime group	1:6	30	10	Preference for very quiet, supervised space at lunch to avoid busy areas and crowds
Meet and greet daily	1:1	15	10	Enabling attendance through positive handover, particularly if running late due to unsettled morning
SALT	1:1	30	4	Awaiting formalised programme from SALT assessment; in the meantime, ELKLAN / vocabulary builder exercise

Section 12 - Appendix Four

An example Outcomes and Review sheet as part of an SEN Support Plan (SSP)

Pupil Outcomes and Review Points



Ensure Pupil, Parent and Teacher involvement; Review three times a year; Targets should be SMART (in 12 months to be able to...)

		Review date: 13/12/21			Review date: 16/9/22			Review date: 11/10/22		
		Not met	Partially met	Met	Not met	Partially met	Met	Not met	Partially met	Met
Date outcomes were set: 24/11/21										
English or literacy	Writing - generating ideas and planning an appropriate, extended piece of writing in response to a brief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Reading - to be able to appropriately infer and deduce, using evidence from a text to support a point of view	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths or numeracy	Consistently use algebra facts to derive other facts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Consistently solve age-appropriate geometry problems using angle facts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence and pastoral	Develop confidence in small group/whole class context; volunteer answers; 'speak out' at least once a day in school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Improve attendance and/or punctuality; remain in lessons consistently; maintain attendance in line with school target	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication and interaction	To be able to express wants, needs and difficulties with at least one trusted adult in school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	To demonstrate active listening and understanding through recall of three pieces of information in discourse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent and Pupil voice has a diagnosis of autism and Sever's Disease; she has been given insoles to wear but she needs to wear trainers for a time Struggles to get into school on a morning Mrs Bennett (CBT) - keyworker Meet and greet in the mornings - CBT; this may be needed up until 8.45 if running late due to difficult morning (plan: mum to email school to request CBT to		Attendance has reduced to 72.1% with absences every week. Parent reports that does not sleep, she is 'up all night stressing' but 'not sure why she is stressed'. This is also affecting her bowels and causing her to have accidents.			Meeting to discuss how is settling in upon return to school. Reviewed and updated 's one page profile - information / strategies that will be shared with all of her teachers. A concern around homework in particular - support plan to			Attendance at 79.1%. Finding lessons difficult - not understanding the instructions given; struggles with assessments. Anxiety. Unable to line up - lunches, first thing in a morning.		

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Section 12 - Appendix Five

An example Impact Report for an intervention

Speech and Language Therapy Intervention: **Impact Report - Spring 2023.**

Description of intervention: An intervention to assess and improve speech, communication and memory.

The following is a record of each pupils progress during speech and language sessions including a report of target progress based on a score of 0-5 both before and after intervention. 0 being concern, 5 being age appropriate development.

0	1	2	3	4	5
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Pupil name - XXXX

Sessions attended - 35 form time sessions (20 minutes) + 7 1 hour sessions.

Activities completed - Speech games - story telling from pictures. Connect 4 - linked with subject related words.

Additional comments - XXXX has become more confident in pronouncing tricky words and also communicating with adults. XXXX continues making steady progress and is really good at describing things.

The table below shows that speech and language therapy intervention is having a positive impact on XXXX as he has progressed by 2 marks for 1 of his targets and by 3 marks for 3 of his targets.

Next steps - Continue with the work that we are doing to improve further.

<u>Target</u>	<u>Score 0-5 (Before intervention)</u>	<u>Score 0-5 (After intervention)</u>
Pronounce words clearly (i.e endings of words)	1	4
Improve speech sounds in talking.	1	4
Use a wider range of sounds e.g. k, g, v, s and f.	2	4
Use eye contact when speaking to people.	1	4