

The SEND (Special Educational Needs and Disability) Department prides itself on making a difference for children with additional educational needs and embedding our ethos of equality and inclusion. This ethos is enforced throughout Academy Values, underpinned by John 10:10, 'I am come that they may have life, and have life in all its fullness.'

The SEND Code of Practice states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.' (Page 106 Special Educational Needs Code of Practice)

Special Educational Needs fall into four categories:

- Cognition and Learning
- Communication and Interaction
- Physical and/or sensory needs
- Social, emotional and mental health difficulties

Archbishop Sentamu Academy aims to meet the needs of students with any of these Special Educational Needs.

Introduction:

This is a report on the outcomes of the SEND department based on the progress and performance of the pupils on the SEND register September 2022 to July 2023. Fundamental to improving outcomes for children and young people is good information and analysis.

- Has our work made a difference?
- How do we know?
- How can we improve further?
- Are we doing the right things?

These are questions that underpin all our work, individually and collectively as a department.

This report is to be read in conjunction with Archbishop Sentamu Academy's [SEND Policy](#), Admissions policy and our [Accessibility Policy and Plan](#).

The school's objectives in providing for pupils with special educational needs:

- The school is comprehensive and aims to provide a full education for all pupils with or without Educational Health Care Plans, and regardless of ability or special educational needs. Please see SEND Policy for further details.

The person responsible for coordinating the day-to-day provision of education for pupils with special educational needs:

- The person responsible for coordinating the day-to-day provision of education for pupils with special educational needs is the SENCo, Mrs Zoe Kirk.

Arrangements for coordinating the day-to-day provision of education for pupils with special educational needs:

The SENCo is responsible for:

- the day-to-day operation of the school's Special Educational Needs Policy
- liaising with and advising fellow teachers
- coordinating provision for pupils with special educational needs

- maintaining the school's special educational needs register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, the health and social services and voluntary bodies.

Admission arrangements for pupils with special educational needs both with or without an Educational Health Care Plan:

The school is comprehensive and aims to provide a full education for all pupils regardless of ability or special educational needs. The admissions policy can be found on our website. Priority is given to pupils in care and those with EHCP's.

However, the governors will also consider applications on behalf of children who have social; medical or pastoral needs.

The school is accessible to pupils with physical disabilities but does not give priority admission to children who might make use of those facilities, unless the child has an EHCP and it is parental preference to send them here..

Facilities for pupils with special educational needs:

The school has been built to be Disability Discrimination Act compliant. To provide independence for students with physical or sensory needs the school has:

- two lifts in the four-floor block
- external ramps and dropped kerbs to allow full movement around the site.
- colour coded signage including braille to aid students with visual impairment
- adapted furniture including rise and fall desks
- an on-site iPASS office, where teachers and support staff can have learning materials for visually impaired students adapted for them to access learning.
- a hygiene room which includes a toilet with overhead electric hoist, shower and a physiotherapy bed
- disabled toilets on all floors
- disabled parking bays exist in the main car park.

Resources:

◦ The Special Educational Needs Department has its own budget through which it purchases essential supplies for students with special educational needs and disabilities. The School's budget allocation for special educational needs is distributed to departments through the normal departmental budget allocation. Each department is responsible for allocating appropriate funding to provide books, stationary and materials for pupils with special educational needs to enable them to access the curriculum, although the SEND Department advises the Subject Team Leader on what they will need.

Identification, assessment and provision:

Most pupils with special educational needs are usually identified before transfer to secondary school.

However, some pupils' special educational needs may emerge as a result of our own identification or as a result of illness, hospitalisation or family circumstances. Therefore, further identification may be made as a result of:

- evidence from teacher observation
- performance against the forecast grades
- performance against standardised screening and/or assessment tools

Identification may also be made as a result of expressions of concern by parents/guardians, pupils and/or other professionals.

Assessment will depend on the nature of the pupil's perceived special educational needs but may include teacher assessment, screening or referral to an outside agency as deemed appropriate by the SENCo and in consultation with other professionals and with parents/guardians.

Provision will take the form of the pupil being placed on the special educational needs register.

At SEND Monitoring (SEND M), students are less formally monitored through discussions with school staff, to determine whether the amount of support to meet their needs in mainstream lessons is sufficient to meet those needs.

At SEND Support (SEND K and K+), pupils are monitored through data collecting, teacher feedback and when needed Inclusion Support Plans, which are reviewed termly.

At SEND Support (SEND K and K+), provision may also include support from external agencies or a request for statutory assessment. Where pupils are deemed to have made sufficient progress they may be moved between stages.

Alternatively, if their special educational needs are no longer apparent they may be removed from the special educational needs register.

Access to the curriculum:

All pupils have access to a broad, balanced and modified or differentiated curriculum unless a pupil's Educational Health Care Plan states otherwise.

Departmental policies should include the range of teaching strategies and approaches used including, for example, and as appropriate: differentiation, adapted learning materials or special equipment, group or individual support, extra adult time to devise and monitor planned intervention for staff development and training.

Students may receive in-class support from a teaching assistant and/or withdrawal by TA's and/or external agencies working in partnership to alleviate any difficulties pupils may experience and with the aim of achieving educational objectives.

Integration arrangements :

◦The academy ensures that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs insofar as it is reasonably practical, compatible with the pupils receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources.

Possible differentiated approaches may include:

- creation of specific intervention groups
- carefully considered seating plans e.g. work buddy, appropriate seating for an HI (Hearing Impaired) student
- alternative learning materials
- use of specialist equipment e.g. iPad
- adaptations to personalise learning e.g. reducing the amount of writing for a student with dyslexia
- changing background colours of slides presentations and Smartboard presentations where appropriate.

Pupils with special educational needs are encouraged to integrate socially at all times. Special arrangements may be made for pupils who may need to remain in the school building at break and lunch times. This includes the use of our Rainbow Room, a calming environment with a range of sensory tools and soft furnishings to support SEND and vulnerable students in all year groups.

Pupils with special educational needs are fully integrated in all areas of their work, in all areas of the curriculum and on school visits and other social activities. The building and all rooms are fully accessible so as to avoid physically segregating pupils wherever possible and appropriate, other than in the most extreme circumstances.

Any arrangements for the treatment of complaints:

If parents/guardians are unhappy about the special educational needs provision for their child they have the right to make a formal complaint. In the first instance they should contact the SENCO. Should complaints remain unresolved further action may involve the link member of the Senior Leadership Team, the Principal and Governors.

Special educational needs in-service training for staff:

◦In-service training is based upon the perceived needs of the SENCo and the school and is often in line with current legislation. It may be formal or informal. The SENCo receives regular INSET and any relevant knowledge or expertise gained is disseminated to staff to promote good teaching and effective learning. Training may also be provided for non-teaching staff and ITT students as appropriate.

External support services:

◦The school has access to a range of external support services provided by the LA. These include, educational psychologists, physiotherapists, occupational therapists and speech therapists, IPASS and Northcott Outreach. Named individuals are allocated to the school and expertise is sought as appropriate.

Partnership with parents:

The school seeks to ensure close working partnerships with parents of pupils with special educational needs. The Code of Practice defines parental responsibility as the following:

The Children Act 1989 introduced the concept of parental responsibility. The Act uses the phrase "parental responsibility" to sum up the collection of duties, rights and authority that a parent has in respect of a child. In the event of family breakdown (i.e. separation or divorce) both married parents will normally retain parental responsibility for the child and the duty on both parents to continue to play a full part in the child's upbringing will not diminish. This means that parental responsibility will be shared, often with the parents living in different households. In relation to unmarried parents, only the mother will have parental responsibility unless the father has been granted parental responsibility by the Court or has made a parental responsibility agreement with the mother. Where a Residence Order is in place in respect of a non-parent (i.e. grandparent), that person will have parental responsibility for the duration of the Order.

Support for students with SEND who are looked after:

If a child is 'looked after' by a local authority, they may either be on a care order or be voluntarily accommodated. A Care Order places a child in the care of a local authority and gives the local authority parental responsibility for the child. The local authority will have the power to determine the extent to which this responsibility will continue to be shared with the parents. A child may also be accommodated by the local authority under voluntary arrangements with the child's parents. In these circumstances the parents will retain parental responsibility acting so far as possible as partners of the local authority. Where a child is looked after by a local authority day-to-day responsibility may be with foster parents, residential care workers or guardians.

In working with parents, the school will endeavour to:

- tell parents when school first identifies that a child has special educational needs
- fully involve parents in the school-based response to their child via copies and reviews of individual education plans
- support parents in understanding the purpose of any intervention or programme of action
- inform parents about the parent partnership service when special educational needs are identified
- welcome and encourage parents to participate from the outset and throughout their child's educational career at school

- regularly review school policy to encourage active partnership with parents and avoid presenting barriers to participation.

Open Evenings	Opportunities to meet with us at our open evening which is held for Year 6 students. Staff and students are on hand to answer any questions. As part of the evening, the SEND department is available to discuss a student's SEND and typical provision offered at ASA. For students who join us mid-year, our transition team is happy to lead a tour of the school and address individual questions.
Parents Evenings	During the last half of the summer term a year 6 information evening is held. The SENCo is available to discuss any concerns. During the autumn term of year 7 parents are invited to attend an evening to meet with tutors and the SENCo is available to talk through individual questions.
SEND Support Contact	Alongside these planned consultation evenings our SEND department is keen to work with parents and discuss any aspect of their child's learning or wider needs. We find that quick contact with parents whenever concerns arise helps to provide relevant support. Parents can contact the SEND department by phone or by email.
EHCP Annual Reviews	An annual review is held for students with an Education Healthcare Plan.
External Agency Support	Where a student is being assessed by the Educational Psychologist parental consent is sought and occasionally additional planned meetings will be arranged. Where external agencies arrange a meeting within term time a member of the SEND department will attend if appropriate.

Year 6-7 Transition and Transition into the 6th Form

The school has links with local primary, secondary and special schools through our Multi Academy Trust. Arrangements for transition between school and beyond school are as follows: The SENCo may attend Y6 review meetings and may meet with parents to discuss concerns regarding transition from primary school to secondary school. All records relating to pupils with special educational needs transferring from primary school to secondary school will be properly kept and made available as required.

Joining ASA Mid-year

If a student with SEND joins ASA as a mid-year transition initial contact is made with the admissions team who will provide a tour of the site and welcome meetings. Additional contact is made by the SEND department as required.

Links with other schools, and arrangements for transition between schools and beyond school:

Our in-house careers team provides support for all young people aged 11-19. The service provides us with information to help pupils with special educational needs make successful transitions to post-school education, training or work, including details of local and national voluntary organisations.

The Careers Team should seek the agreement of students and parents to the transfer of information (including EHCPs) from school to the continuing education sector or other provision and explain the importance of such information and the desirability of the transfer.

Links with the health services and any voluntary organisations.

The school has access to, and works in partnership with, the health service, the social services department, the education welfare service and a range of local and/or national voluntary organisations which it makes full use of as and when the need arises.

How we review the progress of students with special educational needs and disabilities

In Key Stage 3, we use twice-yearly standardised subject tests in all subjects to measure the progress of all students through the curriculum. We scrutinise information from these tests, in conjunction with annual standardised tests provided by GL assessment (National Group Reading Test, National Group Spelling Test) to identify where students with special educational needs and disabilities are falling behind their peers. This information is then used to identify appropriate support for these students.

At Key Stage 4 and Key Stage 5, we use termly teacher assessment, including mock examinations and coursework, to identify where students with special educational needs and disabilities are falling behind their peers. We use this information to inform access arrangements for students, including examination access arrangements (whether centre-delegated or formally applied for through JCQ) and classroom access arrangements which teachers must implement in the classroom.

Contact details of SEN staff in school:

SENCO - Ms. Z Kirk

Access Coordinator - Mrs. W Kirby

EAL Coordinator - Ms. M Verity

SEND Admin Assistant - Ms. A Suddaby

TransitionTeam - Mr R Donaldson, Mr L Hill

Phone: 01482 781912

Email: hello@asa.hslt.academy

Hull's Local Offer can be found at:

<https://hull.mylocaloffer.org/>

The local offer provides information on what services children, young people and their families can expect from a range of local agencies within Hull. This includes education, health and social care.

Knowing what is out there gives you more choice and therefore more control over what support is right for your child. The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.