

# Alcester Academy

## SEN Information Report (2)



**Alcester**  
Academy

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**Alcester Academy 2017-18**

1	<p><b>How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<p>The Academy works very closely with primary schools in order to transfer key educational information. The Deputy head teacher at the Academy is also the SENCO and the Transition Co-ordinator and so information is able to flow freely and in confidence in order to prepare students for life at secondary school. Mrs Bush is the Deputy SENCO. Both staff members hold the National SENCO Award.</p> <p>The Academy work along-side specialist teachers from an organisation called SENDSupported. These teachers support a variety of needs and experts from Educational Psychology, many of who are active in primary schools and can therefore liaise with the SENCO at the Academy in order to transfer key assessment information and help write support plans for students. These are called 'Pupil Profiles' (formerly IEPs) and they support all classroom teachers with recommended strategies and interventions to use successfully with children in order to support their academic progress.</p> <p>For parents/carers who are worried about any SEND needs, concerns can be raised and discussed initially and further information can then be collected on the concerns raised. The SENCO offers an e mail address for correspondence: <a href="mailto:sarahmellors@alcesteracademy.org.uk">sarahmellors@alcesteracademy.org.uk</a></p> <p>For specific issues, The Academy may choose to draw upon the advice of key consultants in order to further explore the SEND needs of students.</p> <p>Before GCSE time, the Academy assesses some students in order to look in to any further support that can be offered during exam time such as additional time, readers or scribes. This is an Access Assessment and can support the students towards gaining the very best GCSE outcomes. A Specialist Teacher is employed to conduct these assessments.</p>
2	<p><b>How will setting / school support my child/young person?</b></p>	<p>The Academy keeps a single register of SEND need. This highlights those students who require learning to be personalised according to their needs. All staff have access to this.</p> <p>For students who have additional support or intervention for their needs, a Pupil Profile will be written with them and their parents in order to sign post staff to the very best strategies to support learning. Subject specific targets are included in this document and they are reviewed throughout the academic year.</p> <p>For some students, targeted intervention is used to support them throughout the year. The Academy has had great success with</p>

		<p>literacy and numeracy programmes for example. This intervention may take place on a 1:1 basis or in small groups. All interventions are communicated with parents and the impact upon progress is measured.</p> <p>Resources are available for students requiring classroom support such as laptops, dictation devices and handwriting platforms as just a few examples. These are kept in a central office and can be used as frequently as required.</p> <p>The Academy has a nurture room called 'Hub 1' where interventions can take place in a calm and safe environment.</p> <p>A fantastic team of TAs and HLTAs conduct regular classroom support. The information from this support feeds review meetings with parents so that strengths and areas to develop further can be identified in order that students continue to make progress.</p>
3	<p><b>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</b></p>	<p>The Academy works alongside parents/carers and students in order to personalise the most appropriate curriculum. As an example, there are some students who do not study a second Modern Foreign Language.</p> <p>The SEND team work hard to provide in class support in order to help students achieve their potential and leave the Academy with as many qualifications as possible. We believe that Work Experience for SEND students is an integral part of building self confidence and esteem and as such, we work along-side many local providers to place students appropriately, and with support in order to make this experience a huge success.</p> <p>There is a Careers Advisor on site who is an integral part of all KS4 review meetings so that students might begin to frame their futures from an early stage. Support is signposted in order to help parents and students such as Taster or Open days at Post 16 providers.</p> <p>Critical interventions with students happen around KS4 curriculum time and as such students engage in reading for example, as part of a tutor time programme so as not to disrupt key GCSE lessons.</p> <p>Teachers receive continual training internally in order that they are informed about SEND needs and how to best support the students that they teach. The Academy believes in building positive relationships between staff and students in order to know as much information as possible – this supports learning no</p>

		end.
4	<b>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	<p>SLT drop –ins run each week in order to provide as many opportunities as required for parents to ask critical questions or gain support (Wed 3.30-4.30pm).</p> <p>The SENCO and Deputy SENCO will provide all parents with e mail contact so that communication can be made more accessible.</p> <p>Regular review meetings for students with SEND needs are planned during the academic year. The SENCO and Deputy SENCO are available at all parents evenings in order that queries can be raised as well.</p> <p>Regular progress reports are sent home as a matter of course to all parents/carers at the Academy. In addition, as required, we can gather short reports called 'snap shots' at parents/carers request so that information can be shared if required.</p> <p>We believe that regular and positive communication is extremely helpful in supporting students.</p>
5	<b>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</b>	<p>All students are assigned a personal tutor in order to oversee their welfare each day. In additional, many children with SEND needs like to touch base with the support staff that they know such as the Deputy SENCO, TAs and HLTAs. We encourage this and students regularly drop equipment, kit, ingredients etc off to our central area where we 'check in' with them. This is a superb way to ensure that all is well.</p> <p>We do not ever promise 1:1 TA support in class. This is only possible if a child has qualified for additional funding through a Costed IEP.</p> <p>The nature of TA support encourages children to try and work as independently as possible whilst knowing how to access help if required. TAs run skilful small group interventions also.</p> <p>As just one example, we have worked with a small group of Year 10 students recently in order to grow their independent life skills. They have embarked on a fantastic programme involving shopping and cooking for themselves with key staff in preparation for their future.</p>
6	<b>What specialist services and expertise are available at or can accessed by the setting/school?</b>	<p>Our 'Local Offer' outlines the services that Alcester Academy access in order to support the students that they care for.</p>

7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<p>The staff at Alcester Academy are continually training. We believe that there is always more to learn.</p> <p>Training takes place every Monday after school for staff. In previous years, staff have engaged in specific SEND training. This has been facilitated by key professionals. A lot of training has taken place about the new SEND Code of Practice.</p> <p>The Deputy SENCO and TAs regularly update their skills. Training around examination support and Social Stories has taken place recently. The SENCO and Deputy SENCO also have the National SENCO Award; Worcester University. This is a Masters level qualification.</p> <p>The Academy has worked along-side specialist SEND consultant Anita Devi. The SENCO is also a member of the South Warwickshire Educational Partnership (SWEP) SENCO Forum that meets every half term. This Committee is designed to respond to new legislation and share good practice across all schools.</p> <p>We respond to need. As such if we feel that there is a need for further training, we will source this for staff as required.</p>
8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<p>We believe in full inclusion at Alcester Academy.</p> <p>As such, we work along-side parents/carers and students to make as many opportunities possible for students.</p> <p>Examples of opportunities that students within the SEND department have been involved in during previous years include;</p> <ul style="list-style-type: none"> <li>- Rewards events; films, Drayton Manor trip</li> <li>- Visit to the Royal Show where the SEND Garden won 'highly commended'</li> <li>- Gardening Club</li> <li>- Visit to Worcester Crown Court for a Mock Trial</li> <li>- Work Experience Placements</li> <li>- Marle Hall Trip</li> <li>- Celebration Evening</li> <li>- Charity Fund Raising and support</li> </ul> <p>We believe in providing the same opportunities where possible for all students at Alcester Academy.</p>
9	<b>How accessible is the setting/school environment?</b>	<p>The Academy has an Accessibility Policy if required for parents/cares to view. See the school website:</p> <p><a href="http://www.alcesteracademy.org.uk/files/accessibility_policy.pdf">http://www.alcesteracademy.org.uk/files/accessibility_policy.pdf</a></p> <p>This highlights how the school complies with paragraph 3 of schedule</p>

		<p>10 in the Equality Act 2010:</p> <ul style="list-style-type: none"> <li>• Increasing the extent to which disabled pupils can participate in the school's curriculum,</li> <li>• Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and</li> <li>• Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</li> </ul>
10	<p><b>How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?</b></p>	<p>The Academy has worked with a number of parents/carers since confirmation of placements was issued by the Authority; Year 6-7. During this period (March –July), as many visits and meetings as required have been organised in order to exchange key information, prepare documentation and reassure as is possible. The Academy welcome as many meetings and visits as is required.</p> <p>Pupil Profiles have been written ready for the Induction Day (June) so that teachers can support students well.</p> <p>Students have been encouraged to visit the Academy with their camera in order to take critical photographic evidence of their next learning environment. This will support them over the summer before transition takes place as a reminder of their new environment.</p> <p>E mail communication has begun between parents/carers and the SENCO. Face to face transition meetings with primary school staff has taken place also to include the primary SENCO where required.</p> <p>Students in Year 6 going into 7 have been sent timetables in advance of their September start. These have been sent in colour coded style to support also along with photographs of the staff that will teach them from September onwards.</p> <p>For ‘in year’ transitions, care is taken to liaise with former schools and SENCOs in order to gather as much information as possible on new starters. A phased start is sometimes used in order to ensure that students settle well in to their new environment. Our Learning Support Unit (LSU) and pastoral team help to monitor new starters and keep in touch with anxious parents during the initial stages of a school transfer. Tours and meetings are held before any new starters join the academy in order to provide reassurances.</p> <p>For Year 11 students with SEND needs, great care is taken to</p>

		provide critical careers guidance and support with post 16 choices. Where required, visits to Post 16 providers are arranged and key documentation is exchanged in order to prepare new tutors for new students.
<b>11</b>	<b>How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?</b>	<p>The Academy provides an amazing level of support for students with SEND needs. Staff go 'the extra mile' in order to support students.</p> <p>As required, the school will apply for any Higher Needs Funding in order to meet the SEND needs of any student. Parental/carers support is expected at this stage in order to plan any application very carefully.</p>
<b>12</b>	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<p>The SENCO works with intelligence in order to plan the support that students receive. This intelligence is gleaned from various sources to include:</p> <ul style="list-style-type: none"> <li>- The student</li> <li>- Parents/Carers</li> <li>- The teachers</li> <li>- The TA/Support Staff</li> <li>- Additional Consultants involved as required.</li> </ul> <p>All teachers are practitioners of 'Quality First Teaching' and there is an expectation within the school that learning is differentiated according to the needs of the child. This has formerly been called Wave 1 intervention.</p> <p>Following a cycle of 'Assess, Plan, Do and Review', the needs of individual children are met as required through support from various external partners. Examples include SENDSupported and the Educational Psychology Service.</p> <p>All support is discussed with parents/carers and students on a planned, and regular basis and adapted as required during the academic year in order that needs are met.</p> <p>Where students have received a statutory assessment, clear guidance is provided by the authority on the type of support recommended.</p>
<b>13</b>	<b>How are parents involved in the setting /school? How can I be involved?</b>	<p>We encourage and really want parents to be as active as possible. By working together, we believe that we can fully support the needs of all learners.</p> <p>Communicate with us on a regular basis. Attend meetings. Provide positive and constructive feedback in order to further support your child. We thank you in advance for this. Understand</p>

		that 'sometimes' we may need to adapt support in order to make it more effective – all we ask is that you work with us in order to meet the needs of your child please.
14	<b>What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?</b>	Please see our website. We allow parents to be as independent in this as required. Equally, if support is needed, please meet with us so that we might assist you with this matter. Mrs Carole Hodgetts is our SEND Link Governor. She can be contacted through our website as required.

#### **IMPORTANT POLICIES FOR PARENTS:**

Admission arrangements for students with special educational needs or disabilities can be found in our Admissions Policy:

<http://www.alcesteracademy.org.uk/pwpcontrol.php?pwplD=12713>

The Academy has an Equality Policy as follows:

<http://www.alcesteracademy.org.uk/pwpcontrol.php?pwplD=12713>

This highlights the steps that the school takes to prevent pupils with SEND from being treated less favourably than others.

The Academy has an Accessibility Policy as follows:

<http://www.alcesteracademy.org.uk/pwpcontrol.php?pwplD=12713>

Finally, our SEND Policy is also published on our website:

<http://www.alcesteracademy.org.uk/pwpcontrol.php?pwplD=12713>

The procedure for making a formal complaint to the school is outlined in the following document:

<http://www.alcesteracademy.org.uk/pwpcontrol.php?pwplD=12713>

**Hard copies of all policies are available upon request to the school**