

SEN School Information Report

Area	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents
School Ethos for SEND (non-statutory)	<p>At Alec Hunter Academy we believe that each student has individual and unique needs. We acknowledge that a significant proportion of students will have special educational needs (SEN) at some time in their school career. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these students are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. At any time according to need, a combination of any of the following strategies may be in place. In particular we aim to:</p> <ul style="list-style-type: none"> • Enable every student to experience success, therefore, raising self-esteem. • Promote individual confidence and a positive attitude. • Ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning. • Give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate. • Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them. • Identify, assess, record and regularly review students' progress and needs, and use strategies and interventions as appropriate. • Involve parents/carers in planning and supporting at all stages of their children's development. • Work collaboratively with parents/carers, other professionals and support services. • Ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained. • To provide a caring environment within which students can learn and develop to their full potential. • To maintain a regular programme of review of its built environment to ensure that future development meets the needs of all learners. • To maintain high expectations by staff for all students and emphasise the involvement of staff in responding positively to the needs of students. 	

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	<p>Alec Hunter takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school (<i>‘Living for Learning, Learning for Life’</i>) are the same for all students, whatever their abilities.</p> <p>The school recognises that 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 and, as defined in the draft 2013 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> ▪ Have a significantly greater difficulty in learning than the majority of others of the same age; or ▪ 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. <p>The school makes provision in accordance with the Code of Practice [2001], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.</p> <p>Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.</p>	
<p>1. The arrangements for consulting parents of pupils with special educational needs.</p>	<ul style="list-style-type: none"> ▪ Meetings to agree transition arrangements and support (Yr 6 into Yr 7, KS3 into KS4, KS4 into Post 16). ▪ Termly meetings to discuss progress with the SENCo or other appropriate member of staff. ▪ In response to a request from parents for a meeting, for example, an email or telephone contact. ▪ Parents Evenings when either the SENCo or other appropriate staff as well as mainstream teachers are available. ▪ Statutory meetings and reviews. 	<p>From making an application for a place and throughout their child’s time at the school, parents are given regular opportunities to discuss their child’s needs, progress and concerns. These opportunities can occur, for example, through:</p> <ul style="list-style-type: none"> ▪ Meetings to agree transition arrangements and support; ▪ Termly meetings to discuss progress with the SENCo or other appropriate member of staff; ▪ Statutory meetings and reviews.

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	<ul style="list-style-type: none"> ▪ Attendance at a professionals or multidisciplinary meeting. ▪ Through parent and stakeholder surveys and events. 	<p>The school records the outcomes of these meetings on an interview sheet or Access Plan so that everyone is clear about what has been said and agreed.</p>
<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<ul style="list-style-type: none"> ▪ Use of Access Plan (provides information for teachers) ▪ SEN student representation on the School Council ▪ Use of SEN students as School Ambassadors ▪ Student surveys ▪ Age appropriate conversations about targets and progress ▪ Participation in statutory meetings or annual reviews ▪ Discussions about changes to the physical environment which would support the young person ▪ Working with outside professionals ▪ Use of the Child Advocacy Service ▪ Supportive conversations with appropriate members of staff. ▪ SENCO open door policy for students 	<p>The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:</p> <ul style="list-style-type: none"> ▪ Use of an Access Plan ▪ SEN student representation on the School Council ▪ Age appropriate conversations about targets and progress ▪ Participation in statutory meetings or annual reviews ▪ Discussions about changes to the physical environment which would support the young person
<p>3. The name and contact details of the SEN Co-ordinator.</p>	<p>Mark Gilbert SENCo mark.gilbert@alechunter.com Tel: 01376 321813</p>	<p>Our Special Needs Team are:</p> <p>Alec Hunter has a specialist team of Assistant SENCos and LSAs.</p> <p>Any concerns or enquiries should be directed in the first instance to:</p> <p>Mark Gilbert SENCo mark.gilbert@alechunter.com Tel: 01376 321813</p>

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<p>4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>At Alec Hunter Academy measures are taken to create an inclusive culture to ensure equal educational opportunities for all our students at all times.</p> <ul style="list-style-type: none"> ▪ All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic. ▪ We recognise and respect diversity. ▪ We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. ▪ We observe good equalities practice in staff recruitment, retention and development. ▪ We aim to reduce and remove inequalities and barriers that may already exist. ▪ We aim to consult and involve the school community. <p>Complaints Procedure:</p> <p>Concerns from parents, carers and others are handled through the Complaints Procedure:</p> <ul style="list-style-type: none"> ▪ Stage 1 where the aim is to resolve the concern through informal contact at the appropriate level in school. ▪ Stage 2 is the first formal stage at which written complaints are considered by the Headteacher. ▪ Stage 3 is the next stage which involves a panel of Governors to review the complaint. <p>Equality Policy and Complaints Procedure documents are available on the school website or by request</p>	<p>As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.</p> <p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.</p>
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<p>5. Information on where the Local Authority's local offer is published.</p>	<p>The Local Authority local offer can be found on line</p> <p>http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx</p>	<p>The Local Authority local offer can be found on line</p> <p>Alec Hunter school offer can be found within the Local Authority local offer</p>
<p>6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</p>	<p>Current "stages" process:</p> <ul style="list-style-type: none"> ▪ Liaison with Primary Feeder to discuss current level of support upon transition. ▪ Mid-year transfers uses information from previous school if available plus school battery of tests. ▪ Teacher raises query with SENCO/Assistant SENCo/Student Support Manager (CP officer). ▪ SENCO/Assistant SENCo observe pupil in subject area. ▪ Suggested strategies are put in place by class teacher and review after next assessment date. ▪ Whole school training on effective approaches to support SEN learning. <p>Curriculum Leaders also track pupils after every report cycle and have their own interventions at their disposal</p>	<p>Parents will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:</p> <ul style="list-style-type: none"> ▪ 1:1/small group literacy work ▪ 1:1/small group speech and language work ▪ 1:1/small group numeracy work ▪ Input from specialist teacher ▪ Specific equipment requirements <p>All interventions are monitored and evaluated for the effectiveness of their impact.</p>

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<p>7. Information on the kinds of special education provision made in the school.</p>	<p>Please see the table at the end of this document.</p>	<p>In order to fulfil its commitment to fully support every child into success, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support. Examples of the kind of support we can provide are:</p> <ul style="list-style-type: none"> ▪ 1:1/Small group speech & language support ▪ 1:1/small group literacy support ▪ Dyslexia specialism ▪ Numeracy interventions ▪ Therapeutic interventions ▪ Input from specialist teacher with regard to specific equipment requirements ▪ Access to the Educational Psychologist
<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>Our SENCo is an experienced teacher with an MA in inclusive learning (SEN). He is currently undertaking the National Qualification for SENCos.</p> <p>We have a specialist team of Assistant SENCos and LSAs trained to deliver a range of specialist programmes and support. This includes literacy and dyslexia specialists, Speech & Language specialists, therapeutic specialists, numeracy specialist and Physical and Neurological Impairment specialists.</p> <p>The team undertake a rolling programme of training to develop the skills and competencies to ensure the best outcome for students with SEN.</p> <p>Additional support for students is triggered after:</p> <ul style="list-style-type: none"> ▪ Liaison with Primary Feeder to discuss current level of support upon transition. ▪ Mid-year transfer information from previous school if available plus school battery of tests. ▪ Teacher raises query with SENCo/Assistant SENCo/Student Support Manager (CP officer) ▪ SENCO/Senior LSA observe pupil in subject area 	

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	<p>We call upon the support of the following specialist services:</p> <ul style="list-style-type: none"> ▪ EP ▪ Specialist Teacher Team ▪ Occupational Therapist ▪ Physiotherapist ▪ CAMHS ▪ Educational Welfare Service ▪ Specialist Tutors 	
<p>9. Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>SENCO tracks all pupils on the SEN register after every report cycle and initially raises concerns with Curriculum Leaders. Progress is regularly discussed at parent’s evenings (SENCO attends).</p> <p>Interventions assessed in line with whole school achievement reporting cycles and correlated with LoP (Levels of Progress)</p> <p>Following assessment, strategies from an Access Plan are put in place by class teacher and reviewed by the SENCo and HOCAs after every report cycle.</p> <p>If no improvement, SENCO or Assistant SENCo may contact parents for a meeting to discuss concerns/possible next steps</p> <p>Some pupils with mental health issues may jump these stages depending on what has happened/the nature of their condition.</p>	<p>The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Alec Hunter Academy aims to ensure that:</p> <ul style="list-style-type: none"> ▪ All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum. ▪ Members of staff understand that they are all teachers of students with special educational needs. ▪ All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. ▪ Every student at the school is provided with opportunities to make progress in every aspect of their development.

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<p>10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Equality Policy & Disability Access Policy</p> <ul style="list-style-type: none"> ▪ Disabled toilets ▪ Ramps ▪ Lifts ▪ Modified furniture ▪ Mobility training where appropriate ▪ Access to specialist teacher input i.e. PNI, HI, VI ▪ Coloured overlays ▪ Access to laptop & tablet technology ▪ Specialist PE Equipment ▪ Staff trained in lifting and toileting ▪ Specialist consideration for exams 	<p>The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers and occupational therapy. Our broad approach here is captured in our equality and disability policies which are available on our website or upon request.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p>	<p>SENCAN (Special Educational Needs and Children with Additional Needs) Specialist Teacher Team Statutory Assessment Service EP Service EWO (Educational Welfare Officer) Social Care All at: Causeway House Bocking End Braintree, CM7 9HB</p> <p>CAMHS (Children and Adolescent Mental Health Services) Chelmsford & Essex Centre New London Road Chelmsford, CM2 0QH (01245 315100)</p>	<p>SENCAN (Special Educational Needs and Children with Additional Needs) Specialist Teacher Team Statutory Assessment Service EP Service (drop in sessions) EWO (Educational Welfare Officer) Social Care All at: Causeway House Bocking End Braintree, CM7 9HB</p> <p>CAMHS (Children and Adolescent Mental Health Services) Chelmsford & Essex Centre New London Road Chelmsford, CM2 0QH (01245 315100)</p>

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	<p>CSS (Children's Support Service) Heybridge Centre The Street, Heybridge Maldon, CM9 4NN (01621 856275)</p> <p>TPS (Transition Pathways Service) North Quadrant Magnet House, Jackson Road Clacton on Sea, CM15 1JD</p> <p>Carousel Children's Centre Health Services / School Nurse Chapel Hill Braintree, CM7 3Q2</p> <p>Children's Sensory Team County Hall Chelmsford (01245 436869)</p>	<p>TPS (Transition Pathways Service) North Quadrant Magnet House, Jackson Road Clacton on Sea, CM15 1JD</p> <p>Carousel Children's Centre Health Services / School Nurse Chapel Hill Braintree, CM7 3Q2</p>
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<p>12. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<ul style="list-style-type: none"> ▪ Liaison with Primary Feeders ▪ Year 5 and Year 6 induction days ▪ Schools PHSE Programme & Careers Guidance/Education ▪ Alternate KS4 Curriculum Provision with focus on confidence, team and life skills ▪ Personalised KS4 Programmes ▪ Transition Pathways Service (Yr9-KS4/KS5) ▪ Travel training ▪ Mobility Officer ▪ Professionals Meetings 	<p>Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:</p> <ul style="list-style-type: none"> ▪ Close liaison with Primary Feeders to ensure successful transition into secondary school ▪ Working with the Transition Pathways Service (Yr9-KS4/KS5) ▪ Schools PHSE Programme & Careers Guidance/Education ▪ Organising travel or mobility training ▪ Facilitating transfer onto appropriate Post 16 College Courses
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Audit for Section 7 above			
1. Communication and interaction	2. Cognition and learning	3. Social, mental and emotional health	4. Sensory and/or physical
Examples from School Provision	Examples from School Provision	Examples from School Provision	Examples from School Provision
<p>1:1/small group speech and language</p> <p>Small group teambuilding/social skills</p> <p>Educational Psychologist</p> <p>One to One Social Skills</p> <p>Speech and Language Groups</p> <p>Specialist Teacher</p>	<p>In class support to support pupils and teachers with differentiation.</p> <p>Accelerated reader</p> <p>Educational Psychologist</p> <p>Literacy Interventions which may include</p> <ul style="list-style-type: none"> - Dyslexia specialism eg Toe by Toe - Reading intervention - Spelling intervention - Individual and small group - Specialist teacher - Exam Access - Handwriting interventions <p>Numeracy Interventions which may include</p> <ul style="list-style-type: none"> - Small Group/Individual - Specialist teacher support - Life skills 	<p>1:1 Counselling</p> <p>Small group teambuilding/social skills</p> <p>1:1 mentoring</p> <p>Young Carers</p> <p>CAMHS</p> <p>Safer Schools Police Officer</p> <p>CYO (Christian Youth Officer: mentoring)</p> <p>Educational Psychologist</p> <p>Educational Welfare Officer</p> <p>Pastoral Team</p> <p>Family mentoring</p> <p>Mentoring Programme</p> <p>Therapeutic interventions</p> <p>Anger management course</p>	<p>Input from specialist teacher</p> <p>Specific Equipment</p> <p>Tablets</p> <p>Input from Occupational Therapy</p> <p>Physiotherapy</p> <p>Specialist Staff</p> <p>Specialist Equipment</p> <p>Support from OT and Specialist Teacher Team</p>

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	<ul style="list-style-type: none"> - Numeracy in Science - GCSE Intervention groups <p>One to one tutors Mentoring Learning to learn Homework Club Literacy Days Home tuition</p>	<p>SENCO</p> <p>Specialist Teacher Family learning</p> <p>Support for educational visits</p>	
<i>Examples of External Provision</i>	<i>Examples of External Provision</i>	<i>Examples of External Provision</i>	<i>Examples of External Provision</i>
<p>Specialist Teachers Educational Psychologist Parental support groups</p>	<p>Educational Psychologist 1:1 tutors Support from County Maths Advisor Liaison with local cluster</p>	<p>1:1 Counselling Young Carers CAMHS Safer Schools Police Officer CYO (Christian Youth Officer: mentoring) Educational Psychologist</p>	<p>Input from specialist teacher Specific Equipment (seating etc) Occupational Therapy Physiotherapy</p>
<i>How do we evaluate the effectiveness of the impact of the provision listed above?</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>
<p>Track Levels of Progress with each report cycle (SENCO) Reading and spelling ages assessed twice a year (SENCO) Accelerated reader STAR tests to track improvements. Round Robins LSAs report on progress after every lesson Review meetings</p>	<p>Track Levels of Progress with each report cycle. Reading and spelling ages assessed twice a year. Accelerated reader STAR tests to track improvements. LSAs report on progress after every lesson Review meetings</p>	<p>Track via weekly behaviour log Attitude to Learning scores on reports Round Robins LSAs report on progress after every lesson Review meetings</p> <p style="text-align: center;">SENCO tracks all progress Teacher Feedback</p>	<p>Round robins LSAs report on progress after every lesson Review meetings</p>

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<p>Start and end point assessments LSA Feedback External reports Pupil feedback Parent feedback Reporting cycle Review Meetings</p>	<p>SENCO tracks all progress Teacher Feedback</p> <p>Start and end point assessments LSA Feedback External reports Pupil feedback Parent feedback Reporting cycle Review Meetings</p>	<p>Start and end point assessments LSA Feedback External reports Pupil feedback Parent feedback Reporting cycle Review Meetings</p>	
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