

## Alec Hunter Academy SEND Report 2020-2021



## **Alec Hunter Academy SEND Report 2020-21**

**Date of Publication:** October 2020

### **Introduction**

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEN report on their website and update it when required, at least annually.

The report must contain:

A: such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs.

B: information as to:

- (i) the arrangements for the admission of disabled persons as pupils at the school;
- (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
- (iii) the facilities provided to assist access to the school by disabled pupils;
- (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan located separately on website).

## **Contents**

- 1. Contact information**
- 2. Identification**
- 3. Admission**
- 4. The department**
- 5. Who we work with**
- 6. Reviewing**
- 7. Identification**
- 8. Support**
- 9. Opportunities**
- 10. Governing body**
- 11. Parents**
- 12. Transition**
- 13. Staffing**
- 14. Communication**
- 15. Local Offer**

### **1. Contact information**

Mrs C Gillett is the SEN CO-Ordinator and has day to day responsibility for coordinating SEND provision at Alec Hunter Academy. Her contact number is 01376 321813 for the main office. Mrs M Byford is the Assistant SENCO and can be contacted on the same number.

### **2. Identification**

At Alec Hunter Academy we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or Disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need and ensure that all students can partake in the daily life of the school. We identify the needs of students in a range of ways. We use data sources from primary schools, school assessments and psychometric tests. We also have a range of ability tests, which help us identify how best we can support our students. Teacher feedback and information from parents and external professionals is also paramount in understanding the needs of our students. Tests available to us include; WRAT4, SWST, DRA and YARC and DASH.

### **3. Admission**

There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed using the Middle Years Information System (individually to identify specific needs, talents, abilities and challenges).

### **4. The Department**

The department is made up of a team of 16 full and part time staff. That includes thirteen Student Development Assistants, of which three hold the posts for Lead LSA for a designated area: Literacy, Numeracy and Exams. We have a SEND Administrator, Assistant SENCO and SENCO. Combined, our department offers a wide range of support. This includes; in-class support, literacy and numeracy intervention, small group work, extra-curricular activities, and UNO lunch club. We also provide therapeutic sessions for students throughout the day.

## 5. Who we work with

We currently have pupils with a range of SEND needs including autism, physical and neurological impairments, specific learning difficulties (including dyslexia), SEMH, SLCN, hearing impairment and learning delay. We have students with additional needs in all four of the SEND outlined categories; Cognition and Learning, Communication and Interaction, Social, Emotional, Mental Health difficulties and Physical and Sensory

The number of students we support:

Category	Year 7	Year 8	Year 9	Year 10	Year 11	Total
EHCP	5	3	6	2	3	19
SEN support	33	20	14	10	13	90
Total	38	23	20	12	16	109

## **6. Reviewing**

All students with an Education, Health and Care Plan, have a One Planning document which is shared with students and staff and is reviewed regularly. Students with an Education, Health and Care Plan also have an Annual Review which is monitored by the Local Authority. These students may receive support in class as well as from external agencies and/or school based specialists, depending upon their needs and wishes, as identified in the EHCP or their One Planning document. This may involve Outside Agencies such as Speech and Language Therapy (SALT), Advisory Teachers for Specific Learning Difficulties and the Educational Psychology Service. The thoughts and wishes of the child are at the centre of everything we do to support them and they are involved at every step to guarantee that the support offered is best for the individual and meets their needs. Care is taken to support and guide students where their personal wishes may not be in their best interests and may hinder their progress in meeting their best possible outcomes. Where students are identified as requiring SEND support, these students are issued with a Student Development Plan (SDP) and this is reviewed regularly.

## **7. Identification**

Students are identified through regular monitoring by class teachers, support staff and student support leaders. They will report any concerns to the SEN Co-ordinator, the Assistant SENCO or relevant SDAs. Further assessment or investigation, if required, can be carried out by staff or relevant outside agencies. In addition to this support, at the end of Year 9 and beginning of Year 10 our specialist Exam Access Arrangements SDA will begin the process of arranging assessments for students identified as requiring specialist examination access arrangements for their GCSEs. Staff can raise concerns directly with the SENCO or Assistant SENCO at any time. Parents can also raise any concerns they have with the school at any time through the pastoral systems, teaching staff or directly with the SENCO or Assistant SENCO.

## **8. Support**

At Alec Hunter Academy we are inclusive and believe all children have the right to a balanced and broad curriculum. Quality first teaching is key in this success. Staff training and regular communication is at the heart of identifying and supporting our learners. We are able to be flexible to the individual needs of students and can provide opportunities for support in many differing ways, including 1-2-1 sessions, small groups, therapy and counselling, in-class support, and the use of external agency support. We offer training to all of our staff through INSET to ensure that all staff have the knowledge and skills to work with our SEN pupils. This enables us to offer a differentiated and adapted curriculum to meet the needs of all of our learners. We also have alternative GCSEs that offer vocational qualifications and Entry Level Qualifications for Maths and Science.

## **9. Opportunities**

We value all our pupils equally, irrespective of race, social class or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential trips) and to take on roles and responsibilities throughout the school, such as the Student Voice, Prefect and Peer Mentor.

## **10. Governing Body**

The Governing Body receives termly updates on the SEN provision offered at Alec Hunter Academy, including new developments, successes and areas for future development. Current and new legislation is also reviewed, as well as information on local and national programmes and research which may be relevant.

## **11. Parents**

The role played by the parents/carers of pupils with special educational needs is essential to the well-being of their children within school. They are involved in all meetings relevant to the needs of their child and we rely on their expertise. Parents/carers, where necessary, are kept informed of their child's SDP's and assist the reviewing of the targets once a year. They also have the opportunity, during parents evening, or through direct contact with the link SDA at any point in the year, to review/amend the document to ensure the support in place is always up to date. Parents/carers are invited to attend all three One Planning meetings and Annual Reviews for students with an Education, Health and Care Plan.

## **12. Transition**

Transition arrangements are very important. The SENCO, Assistant SENCO, will visit primary schools when appropriate and liaise with the Head of Year 7 and Student Support Leaders to share information. Students with an Education, Health and Care Plan will also receive support from the careers service (IAG) as part of their Annual Review in year 9 and again in year 11 to ensure that they are fully prepared for the transition to adulthood. The SENCO and Assistant SENCO will also support students and parents through this transition.

### 13. Staffing and training

All Staff have received training in Attachment Theory, Dyslexia and Autism as our most prevalent needs. Some staff have received training in Speech, Language and Communications needs, Hearing impairment, Vision impairment, Anger Management, Mentoring, Coaching, Eating Disorders, Self Harm, Therapeutic conversations, and examination access arrangements.

Staff
Mrs Archer
Mrs Atreed
Mrs Bashford
Mrs Beney
Miss Bright
Mrs Byford
Mrs Ellis
Mrs Fish
Mrs Gillett
Miss Hatton
Mrs Nutt
Mrs Pipe
Miss Philips
Mrs Salmon
Mrs Sharp
Mrs Willing



#### **14. Communication**

At Alec Hunter Academy we encourage open communication at all times. Where an issue arises we encourage parents/carers to contact relevant staff members immediately. If you are not satisfied with any aspect of the SEND provision provided at Alec Hunter Academy, please follow the complaints procedure.

#### **15. Local Offer**

Essex County Council have published their Local Offer: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk). this outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.