



# **SEND Information**

## **(Additional to the SEN Policy)**

## Special Educational Needs and Disabilities

### 1 The Purpose of the SEND Information Document

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and Directors understand and agree what is currently in place to meet the needs of young people with special educational needs and disabilities.

#### Definition of Special Educational Needs (SEN)

“A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A young person of compulsory school age 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.”

SEN Code of Practice 2014

#### Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

### 2. Special Educational Needs and Disability at Sirius Academy

Sirius Academy currently supports young persons who have a range of special educational needs and disability (SEND). The Code of Practice 2014 describes four broad areas of SEND.

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific Learning difficulties (SpLD), including Dyslexia and Dyspraxia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Sirius Academy has direct experience of supporting young persons with all of the above, with the exception of PMLD.

### 3. Identification and Assessment of Students with SEND

- a) Sirius Academy has a dedicated transition team, who are responsible for ensuring a successful start at secondary school for all our young people. As part of transition preparation, a wide variety of information is gathered about all students, including those with SEND. Where necessary, the SENCO is involved in this process as it relates to students with SEND. Further assessments are carried out during this process and in the early stages of Year 7, including assessment of reading age, cognitive ability and prior attainment.
- b) This data is reviewed in detail by the SEN team and if necessary, further assessments may be carried out to enable appropriate interventions to be put in place.
- c) Through ongoing assessment and their knowledge of SEND, teaching staff at Sirius Academy are able to identify students who may be experiencing difficulties in their learning. If they consider that a young person may have SEND, there is a clear referral process to the SEN team in school, where further assessments of a young person's needs will be made.
- d) In order to make sure that staff are able to do this, a regular programme of CPD is available to staff regarding SEND. This may take the form of whole school training and Inclusion CPD sessions on specific types of SEND or aspects of SEND provision.
- e) The assessment of students with or without SEND is an ongoing process that ensures early identification of students who are not making expected progress for any reason, including the presence of SEND.
- f) Students who do not make adequate progress through the graduated approach may be further assessed by external agencies such as Educational Psychologists, IPASS, SENSS and Speech and Language Therapy services.

### 4. Making Provision for Students with SEND

The policies outlined in this section apply to all students with SEND, whether or not they have EHC Plans.

Once the needs of a student have been identified as outlined above (**assess**), suitable provision will be agreed in accordance with the specific needs of the young person (**plan**). The provision will then be put in place for a period of time as agreed (**do**), after which time progress will be checked (**review**). It may be that in doing the intervention, further information is gathered which may require an earlier review. After reviewing progress and carrying out additional assessment if necessary, it may be decided to carry on with the provision, or to modify or change the programme as appropriate. This is known as the **Graduated Approach of Assess, Plan, Do, Review**.

The school closely monitors the progress of all students, including those with special educational needs. The effectiveness of the provision for these students is evaluated by ensuring that they make expected progress in relation to their starting point. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the students themselves.

Students who are receiving support that is additional to or different from their peers, due to special educational needs will be assessed on a termly basis in all their subjects in line with the whole school. In addition, these students may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

The approach to teaching students with special educational needs varies, dependent upon the need of the particular young person. Some of the interventions that are used at Sirius Academy are:

- a) In all cases, quality first teaching is at the heart of everything that we do at Sirius Academy. Differentiated provision for all high incidence SEND, for example dyslexia, is part of all classroom teaching.
- b) At KS3 students are withdrawn from lessons to work in small groups on a variety of literacy interventions, dependent upon their specific need.
- c) In KS4, students who need it, continue to receive literacy support ~~instead of one of their option subjects~~, to aid their progress across the curriculum.
- d) In KS3, students are withdrawn from a lesson to receive Social Skills intervention to support their social interaction.
- e) KS3 Maths interventions are provided to support students who show signs of difficulty with numeracy.
- f) KS4 and KS3 students with emotional, mental and social developmental needs are supported in an on-site provision to assess and support their specific needs and to enable the provision of strategies to enhance classroom teaching.
- g) KS4 and KS3 students with emotional, mental and social developmental needs can be referred to an offsite provision to support their specific needs as well as support with their academic studies.
- h) Where a higher level of support is required, in-class assistance from Progress Support Assistant (PSA) may be put in place.

For those students who are particularly low ability the T Pathway is provided in Years 7 and 8, which has a nurturing approach. Students who will benefit from this approach receive additional English and Maths lessons. They access mainstream lessons in Science, PE, Art, Drama, Music, Humanities, Beliefs & Values and Design & Technology.

At KS4, a differentiated curriculum can be provided offering a more practical range of subjects, designed to allow students with a variety of needs to be able to access learning and qualifications at a level appropriate to their abilities.

Lunch time clubs are offered covering a variety of activities for all students, but especially for students who find unstructured time difficult to manage. For some students, in a small number of cases, it may be necessary to provide supervision during unstructured times.

Progress Support Assistants (PSA) are highly trained, experienced and take different roles to provide personalised learning and intervention for students with special educational needs.

Current intervention programmes include:

- Social Skills Intervention
- Social Interaction Programme (through Drama)
- Corrective Reading
- Lexia Reading Programme
- Dyslexia Intervention Programme
- Dyspraxia Intervention
- Handwriting Intervention
- EAL Intervention
- Physiotherapy
- Emotional Literacy (ELSA)
- Personal Hygiene Support
- Numeracy Intervention
- Assessment of Access Arrangements for exams
- Speech and Language Programmes

## 5. Special Educational Needs Coordinator (SENCo)

**SENCo:** Kathy Sugden  
**Contact number:** 01482 352939  
**Email:** KSugden@siriusacademy.org.uk

## 6. Training of Staff in SEND

Training on issues relating to SEND is provided to staff at Sirius Academy in a variety of ways.

- a) Whole school training is carried out across the school year during INSET sessions. Where appropriate, this may include training on SEND. In particular, at the beginning of the school year, staff are provided with direct training on the needs of new students who are joining the school in Year 7, who have SEND. Many of the ongoing staff inset sessions also include an element of SEND training.
- b) A range of additional Inclusion CPD sessions are provided for teaching staff throughout the year.
- c) Similar sessions by request from specific departments.

- d) New Progress Support Assistants (PSA) undergo an intensive training programme when they join the SEN team. This covers everything from general SEND Information, to how they can best support an individual young person in their learning.
- e) The Progress Support Assistants (PSA) have weekly briefings each Wednesday morning in addition to the weekly Inclusion meetings.
- f) All staff may attend external courses as appropriate.

## 7. Equipment and Facilities to Support SEND

All needs for equipment and facilities will be assessed for each student individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs. They may even extend to requesting additional funding from the local authority if appropriate.

The school ensures appropriate access for disabled students through:

- Ramped access and lifts to all floors
- Disabled toilet/washroom facilities
- PSA's who are trained in Moving and Handling and Physiotherapy techniques
- Specialised space in which to provide Personal Care and Physiotherapy for students where appropriate
- The use of radios to enable immediate response/support when necessary
- Specialist PE equipment
- Some extra-curricular activities specifically tailored towards the physically disabled

## 8. Consulting Parents of Young person with SEND

Parents/carers can be involved at each stage of the; **assess, plan, do, review** process. They are invited to discuss the needs of their young person as part of the assessment process where necessary, allowing them to share knowledge about their young person. As a result of this discussion and other assessments, there will be agreed actions relating to how the young person's needs can be met. Parents/carers are invited to have an active role in the planning and decision making process regarding their young person's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of these agreed actions in a number of ways:-

- a) Liaison with the tutor or Head of House
- b) Parents are welcome to contact the SEND department to discuss aspects of their young person's progress with staff.

- c) Parents Evenings when advice and support in helping their young person at home can also be given.
- d) Informal Coffee Mornings for parents
- e) Formal reviews of their young person's progress as appropriate, with the SENCO and their Head of House

## 9. Consulting Young People with SEND

1. The young person is involved, where appropriate at every stage of the **assess, plan, do, review** process:-
  - a) At the initial assessing and planning stage, in order to support a 'person-centred approach', the young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
  - b) Where the young person may be unable to verbally communicate or even provide a written input, observations of the young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
  - c) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
  - d) Any documentation used as a part of the agreed provision will have a 'young person friendly' section which is shared with the young person so that they are able to understand all aspects of their support.
2. The young person is able to discuss any aspect of their provision in a number of ways:-
  - a) Informally with their tutor, PSA, subject teacher or other SEN staff as often as they need.
  - b) Where appropriate, the young person will attend a more formal meeting to review their progress and provision.
  - c) A young person may contribute to this meeting either by attending in person or by providing written input.

## 10. Complaints Concerning SEND Provision

Complaints about SEND provision within the school are first dealt with by the SENCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Principal during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## 11. Involving External Bodies in Meeting the Needs of Students with SEND

If a young person continues to make less than expected progress, even after provision has been made through the graduated approach, it may become necessary to involve outside agencies. Should this happen, the graduated response will continue to take place, but one or more of the agencies listed below, may be involved at any stage of the process, particularly that of assessment. These may include (but are not limited to):

- Educational Psychologists (EP)
- Speech and Language Support Team (SALT)
- Northcott Outreach (ASD Support Team)
- Integrated Physical and Sensory Service (IPaSS) – for visual/hearing/physical needs
- NHS Physiotherapy Services
- Connexions - careers advice
- Children's Centres
- Child and Adult Mental Health Services (CAHMS)
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- Educational Welfare Officer (EWO)
- School Nursing Team
- Whitehouse Unit
- Dove House Bereavement Support Team
- Sibling Support Services – Barnardo's
- Police
- National Autism Society

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Full details of this may be found in the DFE SEN Code of Practice (2014), but an overview is provided in the Sirius Academy SEN Policy.

## **12. Contact Details of Support Services**

Should a parent/carer need to speak to anyone regarding the education of their young person and their special educational needs, the following are some good starting points:

The school SENCo, contact details (see section 5).

KIDS Parent Partnership:                    182 Chanterlands Avenue  
Hull  
HU5 4DJ



Tel: 01482 467540

All other services can be found through Hull Local Authority offer, which can be found by following the link below:

### **13. Supporting Students with SEND through Transition**

This section describes the arrangements for Supporting Students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All young persons with special educational needs will require support and planning when they transfer between key stages from 0-25, as long as they remain in education or training.

During transition from primary to secondary school, some of the process for gathering assessment information has been described earlier in this document. All students will receive a visit from the Director of Transition prior to transition, including those with SEND.

The SENCO meets with young people who have significant needs with or without an EHC plan. The students will be invited to attend transition sessions during the summer term. These are held over a number of Saturday's.

All students coming to the Academy attend a transition week prior to the end of the summer term, where they are able to meet with teachers and in the case of SEND students, the LSS who may be supporting them in Year 7. For some students it may be necessary to arrange additional visits before this, to familiarise them with the school in a more controlled way.

At Sirius Academy, we work closely with Connexions Careers Advisors from Year 9 onwards. For those students who have an EHC plan, the advisor will meet with the young person prior to their annual review in Year 9. The advisor will also attend the annual review each year from then on.

A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN team will administer the process following any request by the parent.

All young persons with a Statement of Special Educational Need/Education Health Care Plan must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

### **14. Hull Local Offer**

<https://www.connecttosupport.org/s4s/WhereILive/Council?pagelD=774>