

SEND Information Report November 2021

What special education provision is available at our setting?

A wide range of provisions are available for any student who has Special Educational Needs and Disabilities (SEND).

Where there is evidence that the student has learning, physical or emotional difficulties we will support the student under the SEN Support category as described by the SEND Code of Practice 2015. Students with an Education, Health and Care plan (EHCP) will be supported to meet the specific objectives detailed within their individual plan.

What criteria must be satisfied before children and young people can access this provision/service?

At Paignton Academy all students on role will have access to all on site provisions. The Academy SEND Policy adheres to the Equalities Act 2010, the Children and Families Act 2014 and the guidance contained in the SEND Code of Practice 2015. We welcome all students regardless of any special educational needs or disabilities. Prior to admission, the academy will seek to discuss with parents/guardians the individual needs of their child, and agreements made to ensure the student has access to the appropriate provisions available in the academy. During the transfer from year 6 to year 7, information is gathered from the feeder primary schools and following admission, reviews are arranged with the parents of new year 7 students in the autumn term.

How do we identify the particular special educational needs of a child or young person?

During the summer term of year 6, information will be gathered from feeder primary schools. We will also seek the views of parents/guardians to identify particular special educational needs and disabilities.

Learning Assessments – during the autumn term, learning assessments will be carried out for all new students, these will take the form of reading, spelling and maths assessments; also, for identified students, specialist assessment of specific difficulties. These assessments will be used to inform Review Meetings with parents and students during the autumn term.

Current/on-going difficulties – all students are continually assessed and observed for their progress by staff within the Academy using the four-part assess, plan, do, review cycle prescribed in the SEND Code of Practice 2015. Where a concern is identified by staff or parents we will seek to discuss how best to support the student concerned.

How do we consult with parents and/or children and young people about their needs?

SEN Review Meetings are held, with parents invited to attend to discuss SEND provision and progress and to plan for future support. Prior to admission, the academy welcomes families to visit both during and after the school day. The

academy holds a transition evening for parents and students as well as two transition/induction days. Students complete surveys to give feedback on their personal views of the support provided.

What is our approach to teaching children and young people with special educational needs?

The academy has developed policies to ensure equal opportunities and inclusion for all students. The academy seeks to treat all students equally, including those identified with special educational needs and disabilities, ensuring appropriate resources are available to meet these needs. Students with SEND have full access to the academy curriculum. Teachers are encouraged to use the SEND Code of Practice graduated approach to support any learning difficulties identified. This ensures once need is identified, actions are taken to overcome that need.

How can we adapt our curriculum for children and young people with special educational needs?

The curriculum will be differentiated as required to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach. Schemes of work for students, within classes and year groups, will reflect whole academy approaches to teaching and learning and will take SEND into account. Curriculum tasks and activities will be matched to students' differing paces and styles of learning, interests, capabilities and previous experiences. These may be broken down into a series of small, achievable steps, for students who have marked learning difficulties. Teaching approaches for students with specific learning difficulties will capitalise on oral strengths, specialist equipment and support.

All students have access to a full curriculum including the core subjects of Maths, English and Science. At Key Stage 3 subjects include a range of subjects such as: History, Geography, Art, Music, Drama, Design Technology, PE and ICT. Choices of "option" subjects are made for Year 9 and Key Stage 4. These allow students the choice of which subjects to study depending on their chosen career path and can include a very wide range of studies not available in earlier years.

How will we ensure we get the services, provision and equipment that children and young people need?

The academy provides a wide range of services in-house to help individual needs including access to specialist equipment and staff trained in specialist areas of support. Where we feel we cannot provide a service in-house, the academy works closely with Torbay Local Authority to ensure that we have access to professionals that can help meet individual needs. We maintain close links with advisors for hearing impaired and visually impaired needs.

The academy maintains close links with Torbay Children's Services, CAMHS, Specialist Schools and alternative educational providers to ensure that students have full access to the support they need to complete their education. The use of outside specialists and guidance helps the academy to meet the needs of all students where it is reasonable to do so. Where there is evidence of significant

learning or emotional difficulties, the academy will seek to obtain support to meet the student's needs.

How is this provision funded?

The academy is funded to provide support for all students to ensure good progress is made. If additional support is needed above and beyond that normally expected by a Secondary School, the academy can apply for additional funding for individual students who have an Education, Health and Care Plan.

What additional learning support is available for children and young people with special educational needs and how do they access it?

The academy offers a wide range of additional learning support at all key stages. Listed below are some of the provisions available at each stage. Each provision has its own specific entry and exit criteria which can be viewed on the academy website or can be discussed with the SENCO/Head of Learning Support.

At KS3:

- Small Group Support for Year 7/8 (smaller, highly supported classes)
- Learning Assessments, learning difficulties screening.
- Learning Support Assistants
- Literacy interventions
- Social, Emotional Aspects of Learning (SEAL) interventions
- Student Support services
- Access to an Educational Psychologist
- Learning Support room – supporting pupils with specific needs
- Small class size English and Maths groups to support lower ability

At KS4:

- Learning Assessments, learning difficulties screening.
- Learning Support Assistants
- Literacy interventions
- Access arrangements
- Student Support services
- Access to an Educational Psychologist
- Learning Support room – supporting pupils with specific needs
- Small class size English and Maths groups to support lower ability

How do we support and improve the emotional and social development of children and young people with special educational needs?

- Social, Emotional Aspects of Learning (SEAL) – individual and small group
- Pastoral Support Managers
- Mentors/ Learning Support Assistants
- Reward system/behaviour management

- Access to onsite Educational Psychology Service/CAMHS
- Access to onsite Family Support Worker
- Student Support Centre
- Emotional Literacy support through ELSA trained Learning Support Assistants

How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?

Multi agencies, comprehensive transition programmes, are in place between all key stages, incorporating the transfer of specific student information. Records of SEND students involved are transferred within a transition information sharing programme linking SENCO/Head of Learning Support, Head of House, Pastoral Manager, Designated Safeguarding Lead and Looked After Children Co-ordinator. Transition to independent living and preparing for adulthood is discussed at Review meetings from Year 9 onwards. Parents are involved at all stages of transition including individual Review Meetings, Parent Information evenings and pre-visits for primary age students.

What other support is available for children and young people with special educational needs and how can they access it?

The academy actively encourages parents/guardians and students to engage with other support services by promoting events and passing on information and also recommending the use of the Torbay Council services. The academy has an on-site Family Support Worker available to work with families and offer advice, guidance and access to other agencies. We work closely with SENDIASS in Torbay to help students and parents obtain independent advice over SEND matters

www.sendiasstorbay.org.uk

What extra-curricular activities are available for children and young people with special educational needs?

The academy provides an extensive range of extra-curricular activities which are accessible by all students including those with SEND. These are available both during the school day and immediately after school and are usually age related; details can be found on the academy website or by contact with the Head of House. There are a wide range of sports available, but also an extensive range of performing arts and other activities.

How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?

Students and parents receive termly academic reports in line with academy policy. Staff can discuss progress at Parents' Evenings or by contacting the academy directly. SEN Review meetings are held to assess and review any SEND provisions, agree future targets and desired outcomes with a SEN Specialist.

How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?

The academy constantly monitors progress to ensure students are making the required levels of progress in relation to their peer group and are engaging with their learning, staff and other students. The academy also monitors attendance and behaviour to ensure students participate in everyday school life. Parents can request a SEND Review meeting to discuss their child's progress and effectiveness of SEND provisions with a SEND Specialist. The academy has a BET Trust representative linked to SEND who assesses the overall effectiveness of learning support provisions, to ensure they are fit for purpose. Staff receive regular training and are kept up to date with changes and developments relating to SEND, the school maintains membership of national organisations which promote good practice within the SEND area.

How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?

SEND in-service training needs of all staff, as well as those of the Learning Support Faculty, will be identified by the SENCO/Head of Learning Support and referred to the Senior Leadership team Continuing Professional Development Co-ordinator. They will then be incorporated into the Staff Development Plan. Changes in SEND legislation and the code of practice will be passed on to all academy staff. The academy makes use of outside agencies and experts to deliver training on specific areas of need as required, meeting individual student needs. Learning Support staff are encouraged to complete national recognised qualifications in SEND and their training is reviewed on a regular basis.

How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?

The academy will actively seek the involvement of parents in the education of SEND students. It is recognised that it is particularly important with SEND students that the support and encouragement of parents is often a crucial factor in achieving success. Parents will be invited to attend SEND Review meetings to discuss their child's progress and effectiveness of SEND provisions with a SEND Specialist.

How can parents, children and young people make a complaint about our provision?

Parental complaints are referred to the Head of Learning Support and SENCo who will investigate. If necessary, the complaint will be referred to the Senior Management Team who will implement the academy Complaints Policy. Internal complaints are referred through the Head of Learning Support and SENCo who investigates and reports back to the Head of Centre, who will then implement the complaint procedure as necessary.

How can parents, children and young people get more information about the setting?

SEND provisions available at Paignton Academy can be found on the academy website, in the Special Educational Needs and Disabilities (SEND) section. Parents

can also access academy policies and other key information via the website or by contacting the academy directly.

How does the Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The academy has access to a Family Support Worker to help with the many needs of parents and families of students attending the academy. We also have close links with the many support services in Torbay, including Social Services, Children's Services, health services and disability services. We work closely with SENDIASS and other parental groups to support students with SEND.

What arrangements are in place for supporting children who are looked after by the local authority and have SEN?

The academy has a Looked After Children co-ordinator and a designated teacher for Looked After Children who oversee the support and provisions aimed specifically at looked after children. The co-ordinator attends all PEP reviews and liaises with the local authority, the virtual school and other interested parties in developing the support in place for looked after children in the Academy.

Further SEND Information:

Academy SEND Policy

Academy SEND Information Report

Local Offer fis.torbay.gov.uk.

SENDIASS Torbay: <http://sendiasstorbay.org.uk/>

Torbay Council: <https://www.torbay.gov.uk/schools-and-learning/send/>

SEND – Useful Links:

- SEND code of practice: 0 to 25 years:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Special educational needs and disability - SEND Torbay Council:
<http://www.torbay.gov.uk/schools-and-learning/send/>

Useful/national information:

- Parent/Guardian – British Dyslexia Association:
<http://www.bdadyslexia.org.uk/parent>

This looks at indicators of specific learning difficulties, as well as supporting your child, both at home and within the education system, to ensure they achieve the best possible outcomes.

- Eyes and Dyslexia/British Dyslexia Association:
<http://www.bdadyslexia.org.uk/dyslexic/eyes-and-dyslexia>

Information regarding: Visual Stress, finding a specialist practitioner, Resources, Aids for visual stress, further reading.

- About Dyspraxia/Dyspraxia Foundation: <https://dyspraxiafoundation.org.uk/about-dyspraxia/>

Dyspraxia is a form of developmental coordination disorder (DCD) and is a common disorder affecting fine and/or gross motor coordination in children and adults.

- Dysgraphia Help – About Dysgraphia: <https://www.dysgraphiahelp.co.uk/>

The site explains what is dysgraphia? The subtypes of dysgraphia. The causes of dysgraphia. How to identify dysgraphia. How can dysgraphia be overcome?

- Dyscalculia/British Dyslexia Association:
<http://www.bdadyslexia.org.uk/dyslexic/dyscalculia>

Dyscalculia is usually perceived as a specific learning difficulty for mathematics or, more appropriately, arithmetic.

- Hearing Impairment/Disability charity Scope UK:
<https://www.scope.org.uk/support/families/diagnosis/hearing-impairment>

- Visual impairment/Disability:
<https://www.scope.org.uk/support/families/diagnosis/visual>

- What is Autism? The National Autistic Society:
<http://www.autism.org.uk/about/what-is.aspx>

Autism is a lifelong, developmental disability that affects how a person communicates with, and relates to, other people and the world around them.

- National Association of Special Needs: <http://www.nasen.org.uk/>

NASEN supports practitioners by providing relevant information, training and resources to enable staff to meet all students' needs. Social, Emotional and Mental Health ('SEMH'):

- Talking to your teenager – Live Well – NHS Choices:
<https://www.nhs.uk/livewell/mentalhealth/Pages/Talkingtoteens.aspx>

Advice and tips for parents on talking to teenagers and getting them to open up about what's bothering them.

- Children and young people/Mind – the mental health charity:
<https://www.mind.org.uk/information-support/guides-to-support-and-services/children-and-young-people/>

Information about where children and young people can get support with a mental health problem