

RSA Academy Special Education Needs - Information Report 2016/2017

RSA Academy work in conjunction with Sandwell Council to ensure that the best possible outcomes are achieved for all SEN students and their families. This is outlined in the Sandwell Council SEN local offer which can be found at: www.sandwell.gov.uk/send

Admission Arrangements

The academy's admission arrangements operate in line with Sandwell Council procedures. Further details about our admissions arrangements can be found on our website: rsaacademy.org/home/admissions/

If your child has chosen the academy and is already in receipt of an Education Health Care Plan, the Special Educational Needs Co-ordinator will liaise with Sandwell Local Authority Special Educational Needs and Review Service to ensure a smooth transition and any specialist provision can be planned and implemented swiftly.

Who are the SEN team?

Along with a number of support staff, the SEN team is made of the following key people:

The Director of Student Support: Julie Jones
SENCO (accredited and qualified): Ellie Thomas
Assistant SENCO: Rachel Duckhouse

The SEN team have a variety of expertise that ensure all students receive high quality support. The SEN team regularly deliver whole staff training so that teachers are confident in teaching students with special needs. The SENCO also has an advisory and support role for staff.

What is the approach to teaching students with SEN and what changes are made to the curriculum and environment?

In line with the SEN Code of Practice 2015, the academy believes that, "all teachers are teachers of students with special educational needs."

The academy adopts a "graduated approach" that places quality-first teaching at the heart of all lessons. A variety of activities and resources allow individual students to access the curriculum and make progress based on their individual needs.

Where appropriate, subject areas may choose to follow a different scheme of work for lower ability and SEN students. In addition, some SEN students will be taught in smaller groups and, for the majority of these classes, a learning facilitator will be present.

In line with the academy's accessibility plan, reasonable adjustments are made to ensure that all students are able to access the facilities within the academy. The building is made up of three floors and is fully accessible by lift. There are also fully accessible toilet facilities, along with a medical room (located on the ground floor) with a shower/wet room.

Where appropriate, students with disabilities are provided with lift passes and toilet passes. Where there are medical conditions of a physical or sensory nature that affect motor skills, students will be provided with a laptop and equipment during lessons so that all students have real access to learning opportunities in every lesson. Further details can be found in the Accessibility Plan on the academy's website.

How are students identified and assessed?

Early identification of students with SEN is a priority. The academy considers broad areas of SEN which include:

- Social, Emotional and Mental Health (SEMH)
- Learning (including communication and cognition)
- Medical (including sensory and physical)

We use appropriate screening and assessment tools, and determine pupil progress through:

- Discussions with teachers and support staff
- Their academic performance
- Literacy, numeracy and wellbeing testing
- External Agency assessments
- Records from primary schools and primary liaison
- Our Transition project
- Information from parents
- National Curriculum results at Key stages 2, 3 & 4

What additional support is available for SEN students and their families?

The academy offers a wide range of internal and external additional support for SEN students and their families. For students, this includes:

- Additional help and support by subject teachers through a varied curriculum;
- Appropriate schemes of work to be delivered in curriculum areas;
- In-class support with learning facilitators

Specialist structured intervention programmes delivered in a less formal learning environment, these include:

- Speech and Language
- Mentoring
- Educational psychologist
- Pastoral Support
- Emotional Support
- Literacy and Language Support
- Numeracy support
- Alternative provision
- Sensory Support (visual and hearing impairments)
- Communication and Autism Team

For families, this includes:

- Parent partnership via local authority
- CAMHS
- Social workers
- Health care professionals

How is effective is the SEN support and how is it monitored?

The academy tracks, monitors and evaluates pupil progress and interventions using a provision map. The provision map includes:

- Pupil names
- Termly academic levels for core subjects
- End of Key Stage data
- Testing data
- Intervention descriptors

The SENCO carries out regular monitoring of lessons, students' work and testing information to ensure that students are making progress and the support is effective. This is done every half term.

How are individual students tracked and monitored?

Students who receive additional support have an individual pupil profile (IPP) that details their strengths and weaknesses, likes and dislikes, strategies for teachers to use in lessons and three personal targets. The IPPs are reviewed termly with both the parent and student to check that targets have been met. If targets have not been met, the level of support is amended. If no progress is made after at least two terms of support, the SENCO and relevant external agencies will discuss the possibility of an application for an Education Health and Care Plan (EHCP). Parents are involved throughout this process.

What happens if a student has an Education, Health and Care Plan (EHCP)?

The EHCP replaces the statement of special educational needs. An EHCP covers ages 0-25 and is agreed by the local authority. The grounds for an EHCP are one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A student with an EHCP will also have an IPP. EHCPs will be reviewed annually with the SENCO, parent, student and external agencies.

How are students and parents consulted with, involved in and encouraged to take part in reviews?

The academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) Continuing social and academic progress of students with SEN
- c) Personal and academic targets are set and met effectively

The academy welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SENCO, throughout the year for any reason.

Parents and students are invited to progress review days and parent evenings to discuss progress through academic reports and to discuss and review termly IPP targets. Students are involved in the reviews and agree their own targets. Likewise, parental views are recorded as part of this process.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of students with SEN to the Local Authority Parent Partnership service where specific advice, guidance and support may be offered.

How are the views of students listened to?

The academy values students' views and opinions and has an active student council. On a daily basis, students are able to discuss their views or feelings with their form tutors, heads of house and assistants, the SEN team and the pastoral team. For SEN students, the SEN team operate an 'open door' approach.

How are SEN students supported during times of transition?

In order to prepare students for transition to key stage 3, all year 6 students are invited to attend the transition project during the summer term. During this time, the SENCO meets with the primary SENCOs to discuss the students' needs.

For transition from year 8 to year 9, students and parents are invited to guided choice/option interviews with key members of staff. For SEN students, a member of the SEN team is present to ensure the right pathways are chosen.

Throughout year 11, all students meet regularly with the careers advisor. For SEN students, the SENCO meets regularly with the pupil, the parent and the advisor to ensure the right pathway is chosen into post 16 education. Furthermore, the SENCO accompanies the students, if required, to post 16 provider visits.

What measures are taken to promote positive relationships and prevent bullying?

In order to promote positive relationships, the academy runs a broad-balanced curriculum. At the academy, we expect high standards of behaviour and conduct. We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows students to reach their true potential. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Any incidents of bullying will be dealt with immediately, recorded and monitored by the pastoral team.

How does the academy promote inclusion?

All students are encouraged to form relationships with peers. This is done during form tutor times, break and lunch times. Throughout the year, students also take part in enrichment where they have to work in groups and build communication skills and show respect to others.

Who do I contact if I am unhappy or want to complain?

In the first instance, all SEN enquiries and complaints should be made to the SENCO. If the issue cannot be resolved, further contact should be made with the principal and chair of governors.

Who can I contact to discuss SEN further?

Further details are available from:

Ellie Thomas (SENCO)

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