

## Special Educational Needs Report

### Schedule of Information

The following information is broken down into sections in line with Schedule 1, Regulation 51 of the Special Educational Needs (Information) Regulations in the Children and Families Act 2014.

#### 1. Educational needs provided for by the school

CAN defines Special Educational Needs as any student who has any barrier which hinders their access to a standard differentiated curriculum. This includes those who have a significantly greater difficulty in learning and significantly slower progress than their peers, or have a disability that prevents or hinders them from making use of our educational facilities.

CAN currently provides for a number of students with a range of difficulties. These include:

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

#### 2. The assessment and identification of students with SEN

CAN will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and CAN resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, CAN will intervene appropriately. Such interventions are a means of helping CAN and parents match special educational provision to individual student needs.

#### 3. Information on meeting the needs of students

##### 3a. Self-evaluation of effectiveness

All students, including those with SEND, are assessed on a regular basis. Teachers formally assess and review progress and attainment each half term which is communicated to parents by a report that is sent home. Additionally, a progress review meeting is held each every term, when there is an opportunity to discuss progress, attainment and next steps.

Between these, parents are able to contact their tutors and meet with them and the SENDCO. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have regular interaction with the SENDCO.

Additionally, progress and attainment data for students is analysed for effectiveness and value for money.

##### 3b. Assessing and reviewing progress

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom.

When a student is found not to make progress, despite high quality teaching, the SENDCO, teacher and parent should assess whether the child has a SEN whilst gathering evidence. A child is considered to have SEN if they fit into one or more of the four broad areas of need listed in section 1.

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP. This will decide the nature of the provision necessary to meet the student's SEND. If this cannot reasonably be met by CAN, then the LA may provide extra resources.

CAN aims to have all statements to be reviewed and transitioned to an EHCP by September 2017.

### **3c. Approach to teaching students with SEN**

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs (through the Additional Needs Register, Staff Briefings and CPD sessions) and will make every effort to adapt their lessons to meet these requirements.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications (JCQ) exam regulations if that is identified as a need.

### **3d. Adaptations to improve access for SEN**

Most of our students follow the curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.

Our school is a safe and accessible building and we do our best to make it welcoming to all members of our community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.

### **3e. Additional Support**

Additional support for learning that is available to students with special educational needs;

All staff are here to support students and address additional needs they may have, including students with SEND.

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated in order to achieve the objectives raised in their statement or plan and in agreement with parents.

Students with Statements/EHCPs will have targets and strategies set by agreement with the student and their parents with input from relevant professionals, including CAN staff.

Annual reviews involving the student, parents, subject staff teachers and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

### **3f. Available additional activities**

Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;

A wide range of masterclasses and experiences are available at CAN. They are open to all students, including students with SEND. Where a SEND student would benefit from a new enrichment, CAN will try to start one.

We also run revision sessions for students as and when required.

### **3g. Supporting students with emotional or social needs**

At CAN we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a tutor who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between tutor and students as they work together.

We also work with the following external agencies:

- Nelson's Journey
- Ormiston
- MAP
- CAMHS
- Educational Psychologist Service Assessing students for dyslexia and dyspraxia
- Clinical Psychologist
- Sensory Support Team Auditory
- Autism East Anglia
- School Nurse Team

### **4. Name and contact details of the SEN Co-ordinator (SENDCO)**

If you think your child has a Special Educational Need, please feel free to contact your student's tutor or the SENDCO.

The SENDCO for CAN is Heidi Longhurst. She can be contacted on 01603 452628 or via email at: [Heidi.longhurst@cityacademynorwich.org](mailto:Heidi.longhurst@cityacademynorwich.org)

The SENDCO is responsible for:

- Determining the strategic development of the SEND policy and provision at CAN with the ultimate aim of raising the achievement of students with SEND need.
- Collaborating with SENDCOs in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of CAN employees.
- Overseeing the review and maintenance EHCPs and records for all SEND students.
- Co-ordinating provision for SEND students.
- Managing the SEND team learning support co-ordinators on a daily basis.

- Liaising with and advising colleagues on all matters relating to SEND.
- Organising and maintaining the records of all SEND students.
- Liaising with parents of SEND students
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

## **5. The expertise and training of staff in regards to student SEN**

We have a Learning Support department which is made up of the SENDCO an instructor, an HLTA and Learning Support Assistants. Where timetabling allows, qualified staff work with students under the guidance of the SENDCO. Within this team, we have staff who have a range of experience and training covering various SEN needs.

Staff who are new to the school follow an induction programme which includes training and information on SEN.

As a school we can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services.

## **6. Equipment and facilities available for SEN provision**

As a school we can access a range of services from within the local area and the TEN Group. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENDCO or discuss the issue at the next progress review meeting.

## **7. Arrangements for consulting with parents**

We also welcome opportunities to work with parents and guardians and, should any parent wish to discuss any issues regarding the student, they are welcome to contact the SENDCO.

## **8. Arrangements for consulting with children**

As part of the regular review procedure, students on the SEN register will regularly feedback on their own progress and how they feel their support is proceeding.

SEN Students with an EHCP or Statement submit their views in writing as part of their Annual Review, as well as attending the review itself. Students and parents contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEN.

## **9. Complaints procedure regarding SEN provision at the school**

Concerns and complaints are dealt with in line with the CAN complaints procedure. Any initial concerns should initially be raised with the tutor of the student or, should this not resolve the concern, with the SENDCO.

Further information on how to express a concern or raise a complaint by phone or in writing can be found in the CAN complaints procedure.

## **10. Relationships with external bodies**

Details of the local authority are listed in section 13.

## **11. Contact details of support services**

For learning support queries, or information regarding exam access arrangements, please contact Heidi Longhurst, SENDCO.

## **12. Transferring between Schools**

Information regarding procedures and time scales for students wishing to join CAN are covered by the CAN Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the SENDCO is available for meetings during open events and progress review meetings, both of which, prospective parents are always encouraged to attend.

After joining CAN, information from the application form is processed to produce an initial SEN Register. School files are requested for those joining the school and needs are identified wherever possible. Further cross-school testing will be used in order to make sure that no student is ever disadvantaged by changing school and that all needs are identified as soon as possible. As we get to know the students, the information will be updated and this will then form the working SEN Register.

For students who are leaving CAN, we will make the student's file available to the new academic institution, including all standard school information and any SEN-related information where applicable and available. If there are documents that you do not wish to be disclosed, please contact the SENDCO.

## **13. The Local Authority's local offer**

At CAN, we work closely with Norfolk County Council who provide a number of services, known as the local offer. Norfolk's Local Offer is the door to finding information and support available for children and young people aged 0-25 with special educational needs or disabilities (SEND) and their families. In order to find out which other services are available to support your child or family, visit the website:

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)