



## **Benedict Biscop CE Academy**

### **Special Educational Needs and Disabilities [SEND]**

#### **Information Report 2020-21**

#### **What the law says/background to report**

In February 2014 the DfE published advice on the statutory policies and documents governing bodies and proprietors of schools are required to have by law.

The School Information Regulations 2012 require the governing body of school to publish on its website, an annual school information report for SEN. Furthermore, the regulations state that the proprietors of Academies and free schools will be required to published similar information on their websites through the details contained within their funding agreements. The Children and Families Act 2014, section 69 states:

(1) This section imposes a duty on –

- (a) the governing body of maintained schools and nursery schools in England and
- (b) the proprietors of Academy schools

(2) A governing body or proprietor must prepare a report containing SEN information.

The revised SEN code of practice (DfE April 2014) states:

‘The governing body of maintained schools and maintained nursery schools and the proprietors of academy schools **MUST** publish information on their websites about the implementation of the governing body’s or the proprietors policy for pupils with SEN.’ The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

#### **What is the difference between the Local Offer and the SEND information report?**

Our SEND information report and Sunderland’s local offer [referred to as the Local Offer] are separate entities. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The SEND report, similar to the SEND policy is produced by the school. The Local offer is produced by the Local Authority and NOT the school.

Sunderland’s Local Offer is available at:

<https://www.togetherforchildren.org.uk/professionals/sendlocal-offer> **Introduction**

Benedict Biscop CE Academy has adopted a similar approach to all Sunderland Local Authority (LA) maintained schools, in meeting the needs of pupils with Special Educational Needs and /or disabilities.

The Academy and maintained schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need at Benedict Biscop are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

Benedict Biscop CE Academy welcomes all children in the community. Every child is unique and we ensure that all children have the same opportunity to fulfil their potential in line with our Mission Statement. This includes opportunities to participate in all areas of school life, including access to the National Curriculum. Benedict Biscop CE Academy takes its duties to children with SEN and disabilities very seriously, takes all reasonable steps to give them the fullest possible access to premises and the curriculum. The school has adopted plans (Single Equality Action Plan and Scheme – available on our website), which are renewed annually by governors, for progressively increasing access to the school for disabled pupils. These include physical improvements, access to specialist programmes and changes to policies and practices where these are appropriate and possible. Benedict Biscop CE Academy works closely with Sunderland Local Authority and other partner organisations to provide adept and support to those families where there is greater need identified.

Pupils with SEND make good progress at Benedict Biscop CE Academy. Pupils identified as SEN Support were identified as high performing at KS2 Overall 2017-2019. No validated data available 2020.

The person responsible for co-ordinating the day-to-day provision of education for pupils with SEND is the Headteacher, Sarah Armstrong, who can be contacted at the school on 0191 594 7033. In addition, the school has a dedicated Inclusion Manager and SENDCO Kirsty Worth [please note that Mrs Worth is currently on adoption leave - please contact Mrs Armstrong to discuss any SEND issues or queries].

**The Academy supports children with SEND in a number of ways by:**

- Employing additional support staff to help children with SEND.
- Making reasonable adaptations to the curriculum, provision and support to help children with SEND. This may include accessing alternative provision or learning activities linked specifically to their developmental needs and personalised targets.
- Screening each class to identify children with SEND and reviewing their needs and programmes of learning each term.
- Setting targets for each child and discussing them with the SENDCO so that individual progress is monitored.
- Providing specialist resources where possible and appropriate.
- Bringing in specialist support as appropriate.

- Involving other agencies as appropriate.
- Involving parents of children identified as having SEND as much as possible including inviting them to regular reviews.
- Involving children identified as having SEND as much as possible in decision making.
- Providing in-service training for school staff to ensure good support for pupils with SEND.
- Using Restorative Practice to support and encourage positive behaviour in school.
- Ensuring the designated governor for SEND has regular contact with the staff responsible for coordinating provision at the school (termly), thereby ensuring the monitoring and evaluation processes are reviewed regularly.

Should you have any comments about the provision of Special Educational Needs, please direct these, in the first instance, to the Headteacher.

As of September 2019 all pupils with SEND (known as 'School Support' in the 2014 Children and Families Bill) will be identified on the school's SEND register using the Local Authority RANGES Guidance.

### **Questions**

The fourteen questions below will outline Benedict Biscop CE Academy's school offer.

#### **Question 1**

**Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

**In the first instance this will always be the class teacher who is responsible for:**

- Checking on the progress of your child and identifying needs, planning and delivering any additional help your child may need (for example, this could be targeted work, additional support) and informing the Special Education Needs/Disabilities Coordinator (Inclusion Manager/ Assistant SENDCo, as necessary).
- Writing and monitoring Pupil Progress targets through personalised individual education plans, sharing and reviewing these with parents/carers once each term during parental reviews and planning for the next term. Matching learning to your child's needs.
- Ensuring that the Academy's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The Inclusion Manager- Miss K Worth [Acting SENDCO Mrs Armstrong in Mrs Worth's absence]**

Responsible for:

- Developing and reviewing the school's SEND policy with Governors of the Academy, making this available on the website.
- Coordinating all the support for children with special educational needs or disabilities (SEND), ensuring transparency and fairness, in accordance with Academy resources

- Ensuring that parents and carers are:
  - i. involved in supporting your child's learning
  - ii. kept informed about the support your child is receiving
  - iii. involved in reviewing how your child is progressing which will take place during termly reviews
- Facilitating meetings between school, parents and other professionals involved with your child.
- Liaising with all the other people who come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept, and held confidentially, other than to those who need to know about your child.
- Providing support for all staff in the school so that they can help children with SEND in the school to achieve and progress.
- Monitoring provision for SEND across the school.
- Ensuring that information about your child on entry to school is known to the relevant staff.
- Advising Academy Headteacher on the progress of pupils within the Academy and raising awareness where needs of pupils are not being met.

#### **The Academy Headteacher – Mrs S Armstrong**

Responsible for:

- Operational management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the SENDCo/Inclusion Manager and class teachers for the delivery of learning, but maintaining overall responsibility for ensuring that your child's needs are met.
- Ensuring that the Governors are kept up to date about issues relating to SEND.
- Advising Governors on the progress of pupils within the Academy and raising awareness where needs of pupils are not being met.

#### **The SEND Governor – Mrs J Thompson** Responsible for:

- Ensuring that the necessary support is provided for any child who attends the school, who has SEND.
- Ensuring that Governors will seek best financial value for the limited resources the Academy receives for SEND

**School contact telephone number (0191) 594 7033**

#### **Question 2**

**What are the different types of support available for children with SEND in our school? a) Class teacher - excellent targeted classroom teaching (Quality First Teaching).**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different learning styles are catered for and are well embedded so that your child is fully involved in learning in class. This may involve things like planning for more practical learning.
- The classroom is organised effectively, to enable pupils with SEND to access resources and curriculum content appropriately (e.g. positioning in the classroom considered for pupils with hearing impairments).
- Specific strategies (which may be suggested by and supported by the Inclusion Manager) are in place to support your child to learn.
- Your child's teacher will continually monitor progress and, where necessary, appropriate support and intervention will be planned.

**b) Specific group work**

Intervention which may be:

- Delivered in small groups or 1:1.
- Delivered by a teacher or a Teaching Assistant (TA).
- Delivered within class or in a designated area outside of the class.

**c) Specialist support provided by outside agencies e.g. Speech and Language therapy Children, who have been referred to outside agencies for additional support.**

This means they have been identified by the Inclusion Manager/ class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team, Behaviour Support team, Speech and Language therapy team, Language and Learning team or Children's Sensory team (for students with a hearing or visual need)
- Outside professionals such as the Academy's independent Educational Psychologist.

**What could happen:**

- You may be asked to give your permission for the Academy to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the Academy and yourself determine and understand your child's particular needs, so that specific targets for learning can be developed, to be worked on in home and at school.

- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. You will receive a copy of all such support and be informed of any findings.
- The reports will be available to all professionals involved in the education and care of your child. These will be provided to you at the earliest convenience and will be revisited during termly SEND review meetings.

**c) Specified Individual support**

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided via an Education and Health Care Plan. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching, as their needs are not able to be met without this support.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).
- Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central service such as the Autism Outreach Team or Sensory service (for students with a hearing or visual need), or Outside agencies provided by Health, such as the Speech and Language therapy (SALT) service.

**For your child this would mean:**

- The school (or you) can request that Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the ‘Panel of Professionals’ (which will include a range of information about your child, including some from yourself), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child, to write a report outlining your child’s needs. If they do not think your child needs this higher level of support, the LA will ask the school to continue with the current support.
- After the reports have all been sent to the LA, the ‘Panel of Professionals’ will decide if your child’s needs are severe, complex and lifelong. If this is the case, they will write an Education and Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support.
- The Education and Health Care Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Your child may be entitled to a small amount of additional funds and this is dependent on the Local Authority.

**Question 3**

**How can I let the school know I am concerned about my child’s progress in school?**

If you have concerns about your child’s progress you should speak to your child’s class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Inclusion Manager/Assistant SENDCo.

If you continue to be concerned that your child is not making progress, you may speak to the Headteacher.

#### **Question 4**

##### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to:

- explain their concerns/findings
- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning
- if your concerns are not addressed by these methods, then you have the option of making a formal complaint to the school. For information on how to do this, please refer to the school's complaints policy, which is found on the school's website.

#### **Question 5**

##### **How is extra support allocated to children and how do they progress in their learning?**

The school budget, received from Sunderland LA, includes a nominal amount (small amount) of money for supporting children with SEND.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the Academy governors, on the basis of needs in the academy.

The Headteacher and the Inclusion manager discuss all the information they have about SEND in the academy, including:

- the children who already receive extra support
- the children newly identified as requiring extra support
- the appropriate deployment of staff and resources throughout the school.

The Inclusion Manager identifies the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support. These are reviewed half termly and changes made as needed. Parents/carers receive regular updates regarding specific support and intervention for which their child is receiving, during termly SEND reviews and parents evenings.

#### **Question 6**

##### **Who are the other people providing service to children with SEND in the Academy?**

There are no specialists providing service to children with SEND in the Academy.

**Academy provision**

- Teaching Assistants
- Breakfast club / After school club provision and staff / School clubs

**Local Authority Provision delivered in all schools and Academies**



- Autism Outreach Team
- Children's sensory team for children with visual or hearing needs
- Parent Partnership Service (working with Sunderland Carers association)
- Language and Learning Team
- The Academy purchase resources from the KS1 and KS2 Behaviour Intervention team.

#### **Health Provision delivered in all schools and Academies**

- Additional Speech and Language Therapy input to provide a higher level of service to the school, also provided by the Health Authority at local Health centres.
- School Nurse
- Educational Occupational Therapy
- Physiotherapy
- CAMHS
- CYPS

#### **Independent provision delivered in all schools and Academies.**

- Educational Psychologist assessments
- Children's occupational therapy

#### **Question 7**

##### **How are the teachers and support staff in the Academy supported to work with children with SEND and what training do they receive?**

Every class teacher is expected to take the needs of all pupils into account when they plan learning activities.

The Inclusion Manager's role is to support the class teacher in planning for children with SEND, whose learning needs are above and beyond the usual learning sequence.

- The Academy provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.
- Individual teachers and support staff attend some training courses run by outside agencies, that are relevant to the needs of specific children in their class e.g. Early Bird Plus from the Autism Outreach Team.
- Individual staff have received training to support and deepen their understanding of a range of SEND issues such as de-escalation, Team Teach, trauma and attachment, autism awareness. However, support from outside agencies is always sought as specialist teaching in these areas is not readily available in the Academy.

#### **Question 8**

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### **How will the teaching be adapted for my child with SEND?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, ensuring that teaching and learning meet the needs of all pupils.

- Teachers assess and review individual education plans for specific children on a termly basis. This feeds in to their planning for individual needs.
- Support staff, under the direction of the class teacher, carry out interventions which are relevant to your child's needs, mainly group learning activities
- Specific resources and strategies will be used to support your child individually and in groups.
- Classroom organisation and provision will be reviewed to best meet the needs of all pupils within the class.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.

### **Question 9**

#### **How will we measure the progress of your child in the Academy?**

Your child's progress is continually monitored by his/her class teacher, as is the progress of all children.

- His/her progress is tracked termly and discussed with the senior leadership team at pupil progress meetings.
- Children with identified SEND, who have an Education and Health Care Plan, have formal reviews each term where a range of issues, including progress is discussed.
- At the end of each key stage (i.e. at the end of Early Years, Year 1, Year 2 and Year 6) a decision will be made regarding your child's suitability to be formally assessed using Statutory Assessments and Standard Assessment Tests (SATs). This is something the government requires all schools and Academies to do and the results are published nationally.
- Children will have personal targets which will be reviewed, and a future plan made.
- The progress of children with a statement of SEND/ Education and Health Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education invited.
- The Inclusion Manager will also monitor your child's progress in line with the academy's assessment and tracking system and inform the academy Headteacher each half term of progress.
- For children with specific needs whose attainment is significantly below their peers, their learning will be assessed and progress monitored using the PIVATS 5 system. You will be informed of this and their levels will be shared with you during termly SEND review meetings.

### **Question 10**

#### **What support do we have for you as a parent of a child with a SEND?**

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The class teacher is available, at an agreed time, to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The Inclusion Manager is available to meet with you, at an agreed time, to address any additional questions or concerns you may have after discussions with the class teacher
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.

Personal progress targets, identified in your child's individual education plan, will be reviewed, at termly reviews to which you are invited.

- Homework will be set which will be suitable for the needs and ability of your child.
- A home/school contact book may be used, in specific circumstances, to support communication with you.
- We are able to sign post parents to specific support services such as behaviour support, the Sunderland Carers service (SENDIASS) and Early Help services.

### **Question 11**

#### **How is Benedict Biscop CE Academy accessible to children with SEND?**

The building is suitably adapted to ensure safe access for children with a range of physical needs, for example, wheelchair access.

- We are on 1 floor and have a ramp to the front and the rear of the building, making the academy accessible for all pupils.
- Specialist hearing loop available in some areas of the school.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND. This may be independent of suitable adults or may be closely supervised by the adults we have in the Academy.
- The school have adapted a sensory space/Nurture room within the school [referred to as 'The Nest'].

### **Question 12**

#### **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will encourage your child to visit the other school before they transfer.

#### **When moving classes in the Academy:**

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- Information regarding assessment, existing targets and strategies will be passed on to the new class teacher.
- A personalised transition booklet will be given to your child including information about new class teacher, support staff and areas that he/she will access. This booklet will be available at the end of the summer term as a point of reference for you and your child over the summer holidays.
- When moving from EYFS to KS1, staff have considered the organisation of the classroom and the timetable of the day to best suit continuity for the children. A meeting will also be held in the Summer term for all EYFS parents to meet the Year 1 teacher and see the new provision.

### **In Year 6:**

- The Inclusion Manager will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will visit their new school on several occasions, as part of a planned transition programme, and in some cases staff from the new school will visit your child in this school. This is usual practice for all children within our Academy.
- For children with an Educational Health Care plan, staff will advise and support parents in making a choice about the best provision for secondary school.

### **Preparation for adulthood:**

- The Inclusion Manager will discuss the specific needs of your child with the SENDCo of their secondary school.
- For children with an Educational Health Care plan, targets for the child's future plan will always be considered, discussed with you and outlined in their plan. These are reviewed annually to consider what progress the child is making towards this and if any further support can be put in place.

### **Question 13**

#### **What Emotional and Social Development support we have for a child with a SEND?**

We recognise that pupils with SEND may well have Emotional and Social Development needs, which will require support in the Academy.

- We have a robust Safeguarding/ Child Protection Policy in place, we follow National & LA Guidelines.
- Our policies on Behaviour and PSHCE/Personal Development are monitored regularly and followed by all staff.
- The academy Headteacher, Deputy Headteacher, assistant Headteacher, SENCO and all staff continually monitor the Emotional Health and Well-being of all our pupils.
- We are a school where bullying is not tolerated.
- Where a child has a recognised need relating to their emotional health and well-being, a named person will be available to give support as and when needed.
- We have developed staff understanding of wellbeing of children and young people through a link to Place 2 Be offering counselling and we provide less formal daily support for children through two designated members of staff with specific Place 2 Be training.
- We have developed a 'Room 2 Talk', to provide support when needed.

### **Question 14**

#### **How does the academy involve my child with decisions about their education?**

We understand the importance of involving the children in discussions about decisions that will affect them. For this reason:

- Children with SEND are invited termly to provide their thoughts about their classroom and their learning. This is done with a known adult and a structured sheet is provided to support their

understanding. These are shared with parents, carers and professionals during termly review meetings.

- Children are asked to prepare their own one-page profile to share with their new class teachers, outlining their hopes, strengths and fears for the term ahead. Parents are also invited to complete this from their own perspective, and this is again shared with staff.
- Where an application for an Educational Health Care plan is made, pupils are supported to complete a “my views” document to ensure their thoughts are considered.
- When a new individual education plan is created on a termly basis, children are asked to set themselves a goal for the coming term that they wish to work towards themselves. This goal is reviewed at the end of each term.

At Benedict Biscop CE Academy we are supportive of all pupils and we wish to reassure any parent, that if your child is not making sufficient progress according to their specialised targets, we will be honest in our professional capacity and experience. We will discuss with you the implications for your child, so that the possibility of other suitable, specialist provision can be explored.

## **Question 15**

### **What arrangements are in place for pupils who are looked after and have SEN?**

Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans).

For looked-after children, it is important that EHC plan work in harmony with pupil’s care plan and Personal Education Plan (PEP) to tell a coherent and comprehensive story of how your child’s needs are being met. Professionals should consider how the statement/EHC plan adds to information about how education, health and care needs will be met without unnecessarily duplicating information already in the child’s care plan. Equally, the child’s care plan should be fed into the care assessment section of the EHC plan.

Any special educational support provided by schools for looked-after children with SEN but who do not need an EHC plan, is looked at as part of the child’s PEP and care plan reviews, involving the Inclusion Manager.

Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there should be robust arrangements in place to ensure that any undiagnosed SEN are addressed through the SEND framework as soon as possible.

For previously looked-after children, the SENCO, class teacher, designated teacher and the specialists should involve parents when considering interventions to support their child’s progress. They should agree the outcomes to be achieved through SEND support, including a date by which progress will be reviewed. Virtual School Heads may be invited to comment on proposed SEND provision.