

# Open Academy

## SEND Information Report 2020-21

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
<b>Date Approved by LGB:</b>	<b>10 December 2020</b>
<b>Review Date:</b>	<b>December 2021</b>
<b>Person Responsible:</b>	<b>Principal</b>

## Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
	All	Document updated to reflect current practice and information	Dec 20

**SEND Information Report for Open Academy 2020–2021**

**Part of the Norfolk Local Offer for Learners with SEND**

**Introduction**

Welcome to our SEND information report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and academies, have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Open Academy, we are committed to working together with all members of our community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Jon Ford	Principal
Marion Chapman	SENDCO
Nick Plater	SEND Governor
Lisa Aldous	Parent Governor

If you have specific questions about the Norfolk Local Offer, please look at the Frequently Asked Questions (FAQ) that can be found on the Norfolk County Council, SEND Changes website [http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_\(SEN\)/SEND\\_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/index.htm). Alternatively, if you think your child may have SEND, please speak to their class teacher or contact our SENDCO on 01603 481651.

**Our Approach to Teaching Learners with SEND**

At Open Academy we believe in participation for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We want to create an inclusive culture in our academy, and we aim to be responsive to the diversity of our children's backgrounds, interests, experience, knowledge and skills.

We value high-quality teaching for all learners, and actively monitor teaching and learning in the academy. For more information on our approach, please see our Teaching and Learning Policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our academy community. We monitor progress of all learners, and staff continually assess progress, ensuring that learning is taking place. Our system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

## **How We Identify SEND**

At different times in their academy career, a child or young person may have a Special Educational Need. The Code of Practice defines SEND as:

**"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory academy age, or a young person 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 academies or mainstream post-16 institutions."**

If a learner is identified as having SEND, we will deliver provision that is "additional to or different from" the normal differentiated curriculum, and which is intended to overcome the barrier to their learning.

Learners can fall behind in the academy for lots of reasons. They may have been absent, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about things that distract them from learning. At Open Academy, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2020/2021 shows that we have 134 learners identified as having SEND, and 17 of those have an ECHP.

58 learners are identified as having additional needs, categorised under Cognition and learning

31 learners are identified as having additional needs, categorised under Communication and interaction

8 learners are identified as having additional needs, categorised under Sensory and /or physical needs

37 learners are identified as having additional needs, categorised under Social, emotional and mental health.

## **Assessing SEND**

Class teachers, support staff, parents/carers and the learner themselves, will be the first to notice a difficulty with learning. At Open Academy, we ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their subject teachers. The Special Educational Needs Co-ordinator (SENDCO) will also support the identification of barriers to learning. We have a range of assessment tools available within the academy.

For some learners, we may need to seek advice from specialist teams. In our academy and cluster, we have access to various specialist services but these may have to be commissioned from our academy budget.

Agencies working with the academy include:

Access Through Technology

Alternative providers, such as St Edmunds Training Centre and ACE ASD specialist support assistant team

Attendance officers

Benjamin Foundation

CAMHS (Child & Adolescent Mental Health Service)

Educational Psychology Support Service (including clinical psychologists, occupational therapists and SEMH outreach workers)

Leeway

Nelson's Journey

Norfolk Early Help

Point 1 counselling service

Speech and Language Therapists

Service Level Agreements can be purchased from the Douglas Bader Short Stay School.

The Dyslexia Outreach Team

Virtual Academy for Sensory Support

We also employ 3 HLTAs, 2 teaching assistants and an independent counsellor, who deliver the interventions in the provision map, as co-ordinated by our SENDCO.

### **What We Do to Support Learners with SEND**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2017 detail the expectations on all teachers, and we at Open Academy are proud of our teachers and their development. The Teacher Standards are at:

<https://www.gov.uk/government/publications/teachers-standards>

Our teachers will use various strategies to adapt access to the curriculum. This might include using:

- Visual prompts
- Writing frames
- Laptops or other recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND is entitled to support that is "additional to or different from" a normal differentiated curriculum. The type of support is dependent on individual learning needs, and is intended to enable access to learning and overcome the barriers to learning identified. This support is described on a provision map, which although it does not detail individual learner names, describes the interventions and actions that we undertake at Open Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it may change frequently as our learners and their needs change. The provision map for 2020–2021 will be available on our website.

At Open Academy, we share the provision map with our colleagues in the SENDCO cluster, so that we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the academies / schools in our cluster, ensuring equality of opportunity. Our provision map is also shared with governors, who are able to ensure that we monitor the impact of these interventions for learning across the academy.

## **Specialist Provision (SRB)**

The school hosts a Specialist Resource Base (SRB) for autistic pupils in Key Stages 3 and 4. The SRB has one teacher, one HTLA and two teaching assistants who support up to 10 pupils who are integrated into the main school wherever possible and access all of the school's facilities.

This forms part of the Norfolk County Council Local Offer for children and young people who have special educational needs and disabilities. Following a referral process, places in the SRB are assigned by the Local Authority. Admission to the main school has no bearing on admissions to the SRB.

The SEND Information Report is also mentioned in the AET Standards. To improve our self-assessment from Developing to Established, I suggest the following addition.

## **Working with outside agencies (SRB)**

Some learners may have additional learning needs which need specialist support which is provided by outside services. These may include, but are not limited to:

Access Through Technology

Alternative providers, such as St Edmunds Training Centre

CAMHS

Clinical and Educational psychologists

Nelson's Journey

Norfolk Early Help

Occupational Therapists

Physiotherapists

Point 1 counselling service

Speech and Language Therapists

The Dyslexia Outreach Team

## **Funding for SEND**

Open Academy receives funding directly from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for this academic year is £295,585.77

Top-up" funding from the LA can be applied for, where evidence suggests it is appropriate.

## **How Do We Find out If This Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Open Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the "Assess, Plan, Do and Review" model and ensure that parents/carers and children are involved at each step. Before any additional provision is selected to help a child, the SENDCO, subject teacher,

parent/carer and learner, agree on what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. This is documented within a shared support plan for the learner.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be as a formal meeting, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHCP will also be formally reviewed annually and shared with Norfolk County Council.

The SENDCO collates the impact data of interventions in order to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole academy and monitored by teachers, senior leaders and governors. Our academy and cluster data are also monitored by the Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extracurricular activities. At Open Academy this academic year, we will need to remain with the Covid-19 government guidance regarding offering a range of additional clubs and activities. When allowed these can be found on our academy website or by contacting our academy office.

We are committed to making reasonable adjustments in order to ensure participation for all, so please contact our headteacher or SENDCO to discuss specific requirements.

All staff at Open Academy work within the Equality Act 2010. This legislation places specific duties on academies / schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make "reasonable adjustments."

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to day activities."**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions, do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, protected characteristics or duties of public bodies, please see: <https://www.gov.uk/equality-act-2010-guidance>

Individual medical needs are also identified, and a care plan is agreed with parents/carers, as required.

### **Preparing for the Next Step**

Transition is a part of life for all learners. This can be the transition to a new class in the academy, having a new teacher, moving on to another academy or training provider, or moving in to employment. Open Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Transition to a secondary academy of children with an EHCP will be discussed in the summer term of Year 5, to ensure sufficient time for planning and preparation.

### **Have Your Say**

Open Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to "Assess, Plan, Do and Review" provision for SEND.

### **Useful links**

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

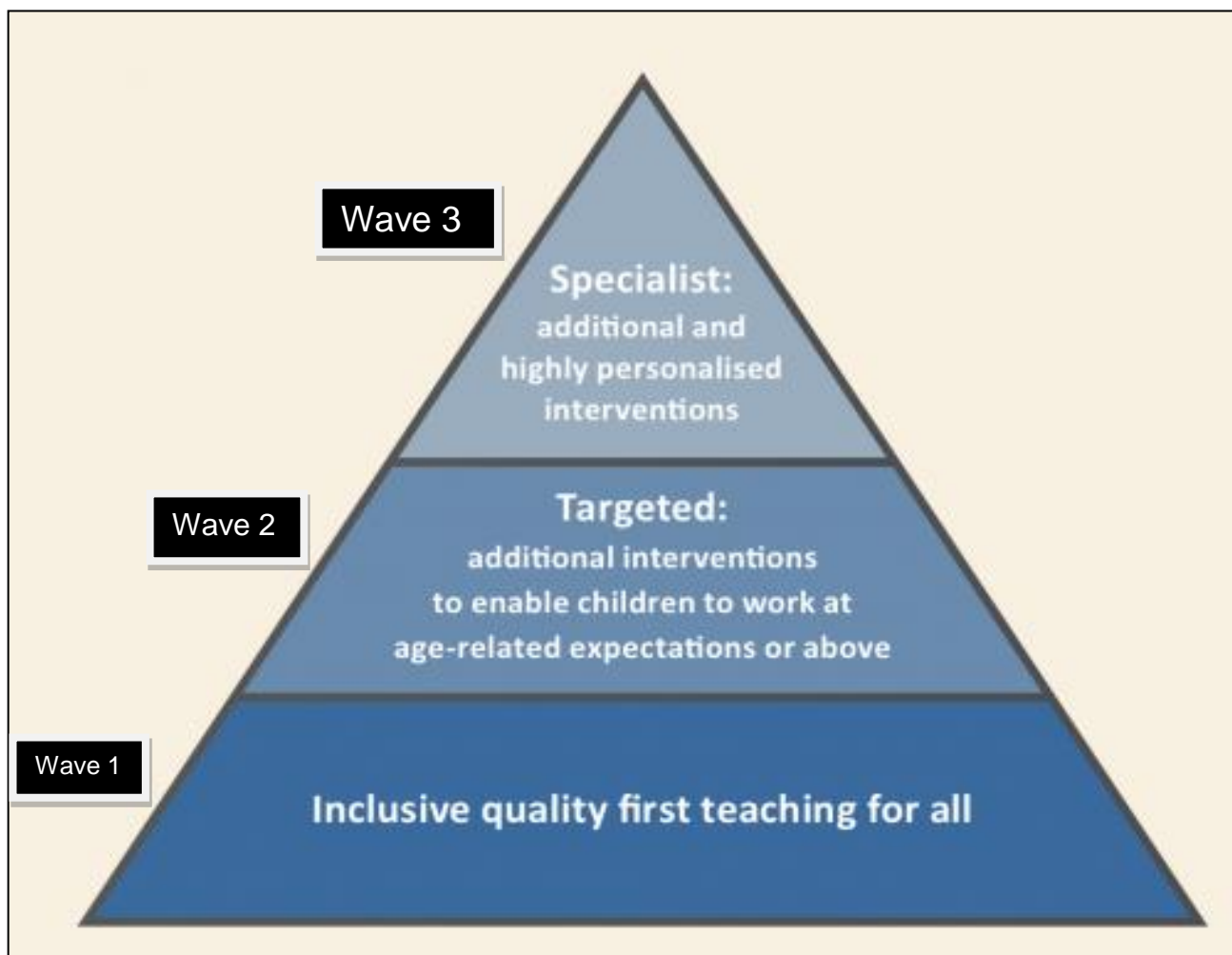
Parent Partnership

[www.dfe.gov.uk](http://www.dfe.gov.uk)



## APPENDIX 2

### A Model of SEN Provision:



Source: <http://www.interventionsforliteracy.org.uk/home/parents/sen-provision/>