

Open Academy

SEND Information Report 2021-2022

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	7 October 2021
Review Date:	October 2022
Person Responsible:	Principal

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
Appendix 1	Staffing	Marion Chapman- SENDco change to Sally-Ann Hewitt-Coleman-Acting SENDco Nick Plater SEND governor change to Lisa Aldous -SEND governor	14//9/21
Assessing Send	Staffing	2 Assistant SENDco's Job share. add 3.5 HLTAs 3.5 x TA's SEMH from EP service x 20 days. updated	14/9/21
	Agencies	Hearing impairment Team-add Specialist teachers who are qualified access arrangement assessors-add Leeway-remove Service level agreements -remove	
Our SEND profile		Updated figures for SEN TOTAL, SEMH/PHYSICAL/COGNITION/COMMUNICATION/	15/9/21
What we do to support learners with SEND.	Strategies to adapt access to the curriculum	Whole section updated	15/9/21
SRB		Whole section updated	
Funding for SEND		Amended to notional figure plus EHCP funding extra.	

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
Sally-Ann Hewitt-Coleman	Acting SENDCO
Lisa Aldous	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 2021/2022 shows that we have 159 learners identified as having SEND, and 19 of those have an ECHP.

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

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

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

50 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)

Specialist teachers from EPSS who are qualified access arrangement assessors

Nelson's Journey

Norfolk Early Help

Point 1 counselling service

Speech and Language Therapists

The Dyslexia Outreach Team

Virtual Academy for Sensory Support

We also employ 3.5 HLTAs, 3.5 teaching assistants and an SEMH councillor from the Eps service 20 days a year who help deliver the interventions with provision mapping 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:

- Quality first teaching
- Visual prompts-overlays/work on coloured paper
- Writing frames-scaffolding/chunking/repetition
- Laptops or other recording devices such as reading pens
- Peer buddy systems/seating plans/grouping
- 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 regularly, and it may change frequently as our learners and their needs change. The provision map for 2021–2022 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 Resource Base (SRB)

As part of Norfolk County Council's Local Offer for Children with Special Educational Needs and Disabilities, Open Academy is delighted to host a Specialist Resource Base for autistic pupils. SRB pupils are integrated into the main school wherever possible and access all of the school's facilities.

About us

The SRB is a tutor group within Open Academy for up to 10 Key Stage 3 and 4 pupils. SRB pupils have a primary identification of autism or a related condition affecting communication, socialisation and flexibility of thinking. Most pupils who attend the SRB have an Education and Health and Care Plan (EHCP) but this is not essential.

The SRB is located within the main Academy building, at the heart of the school. There are two classrooms, a sensory room and a lavatory reserved for the use of SRB pupils.

In the classrooms there are individual workspaces for independent learning, break out areas for group teaching and social spaces.

Staff

The SRB is lead by a Lead Teacher who is supported by an HLTA and two teaching assistants. Additional staff may be employed to support individual students where a specific need is identified.

Staff in the SRB are trained and experienced in working with autistic children and young people.

Teaching and Learning for SRB pupils

SRB staff provide a bespoke package of support for each pupil to enable them to attend up to 100% of the mainstream curriculum. They work closely with mainstream colleagues to ensure that SRB pupils are fully integrated and included in mainstream classes and activities such as trips. Individual Education Plans (IEPs), based on pupils' EHCP targets, are negotiated and agreed with all pupils and their parents. Meetings to discuss and review these targets are usually held termly.

Break and Lunchtimes

SRB pupils may choose to spend break and lunch times either in the SRB or with their mainstream peers. They may invite friends from their mainstream lessons to join them.

Personal, Social and Emotional Wellbeing

SRB staff work closely with pupils to help them learn to identify and regulate their feelings and emotions, manage their sensory needs and improve their ability to solve problems.

Mainstream PSHE lessons are supplemented by autism-specific coverage of subjects such as puberty and travel skills.

SRB staff work closely with external professionals such as educational psychologists, occupational therapists and speech and language therapists.

Home School Links

Contact between home and school is a vital part of the support for SRB pupils. Each pupil has a named, key staff member who can be contacted by phone or email.

In addition to the Annual Review of each pupil's EHCP and mainstream Parent Teacher meetings, termly meetings are held to discuss pupil's IEPs. Where parents are unable to get in to the school, meetings can be held virtually or by phone.

SRB Network

Staff from the SRB are members of the Norfolk Autism SRB Network which allows them to liaise and share best practice with professionals working in similar settings. Staff can access professional

development training organised by the network which also provides a specialist partner who supports the SRB staff.

SRB Applications

Applications for a place in the SRB are made by a pupil's current school or EHCP Co-ordinator by completing the online referral form on the Norfolk County Council website. <https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/specialist-resource-bases-srbs/make-a-referral>

Admissions panel meetings are held half-termly to discuss the suitability of placements and to assign places where they are available. Priority for a place in the SRB is NOT given to existing Open Academy pupils. Admission to the main school has no bearing on admissions to the SRB.

Working with outside agencies (SRB)

Some learners may have additional learning needs which need specialist support, 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 (OTs)
Physiotherapists
Point 1 counselling service
Speech and language therapists (SLT or SALT)
The Benjamin Foundation
The Dyslexia Outreach Team

More information about Norfolk County Council's SRB programme can be found here (<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/specialist-education/specialist-resource-bases-srbs>)

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 £306104.54 with additional EHCP funding.

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

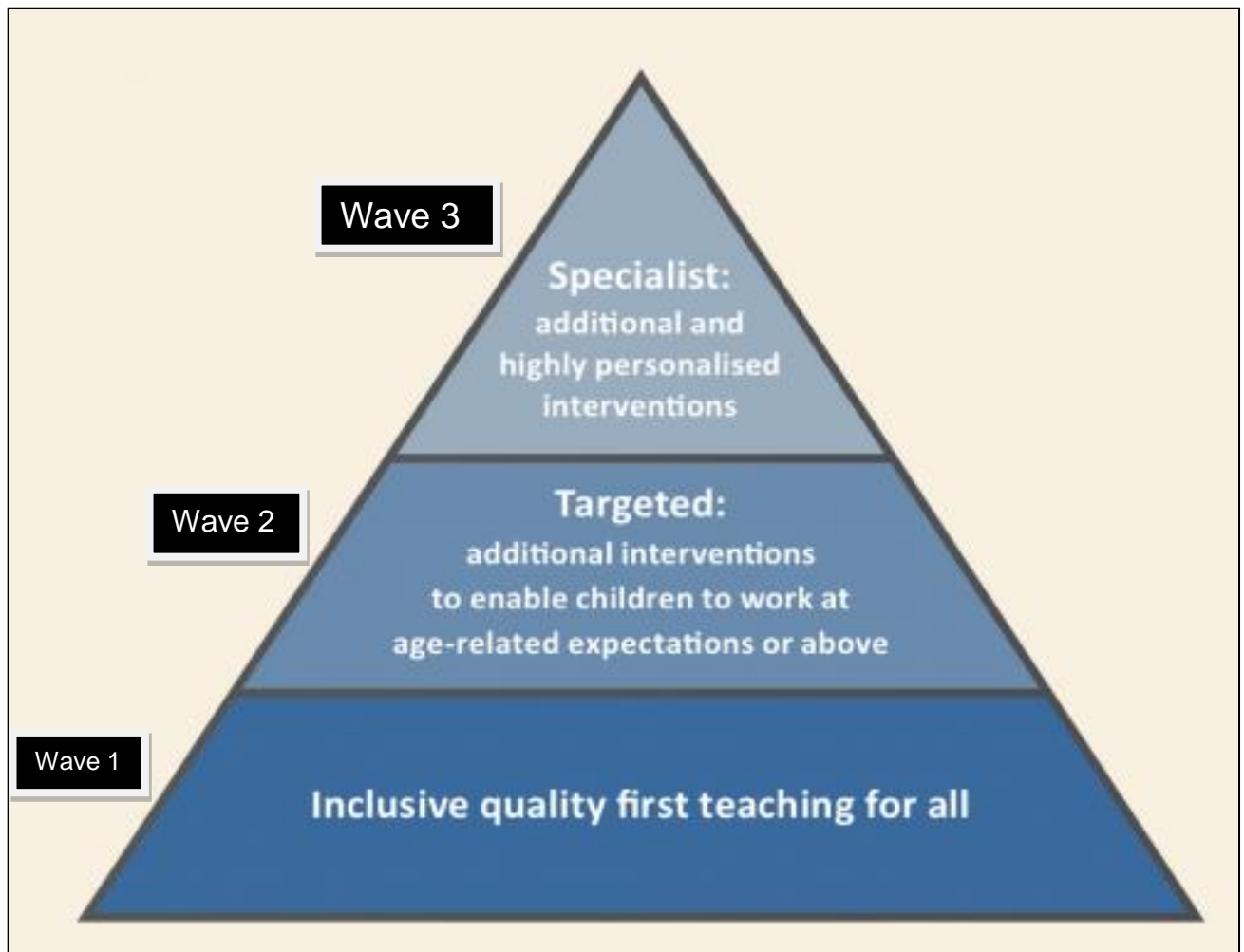
www.norfolk.gov.uk/SEND

Parent Partnership

www.dfe.gov.uk

APPENDIX 2

A Model of SEN Provision:



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