

## Special Educational Needs and Disability (SEND) Information Report/Local Offer 2016/17

The JCB Academy Local Offer gives clear and concise information to parents/carers regarding the support and provision available to young people with Special Educational Needs and/or Disability. In accordance with the Special Educational Needs (SEN) Code of Practice 0 to 25 years (2015) legislation, the Student Support Team has implemented the 'SEN Support' system which categorises, and therefore assesses and supports students in terms of their needs, namely:

- *Cognitive & Learning*
- *Physical Health*
- *Communication & Interaction*
- *Social, Emotional & Mental Health*

The JCB Academy has always sought to provide an inclusive curriculum which can be tailored, where applicable through reasonable adjustments to meet the individual student's needs; providing them with every opportunity for them to reach their full potential. This is achieved through implementing an established transition process which begins when the young person is first offered a place.

### Transition Work:

During the transition period the Student Support Team works closely with feeder schools to gather pertinent information and academic data which facilitates a smooth transition to The Academy. Crucially, this enables the allocation of a Learning Support Mentor who will be selected based on their skills and experience most relevant to the young person's individual needs.

At induction assessments are used to assess the literacy levels of all students. Those who are already received SEN Support or whose performance at screening indicates a cause for concern will be invited to join the Functional Skills Literacy programme. This programme takes place twice a week for an hour and is led by the Student Support Team in conjunction with the English department to provide small group intervention designed to improve Literacy skills. In addition, it will provide the students with an additional qualification, Functional Skills English (Level 1 and/or 2). Furthermore, when it is beneficial to do so, and in line with the student's wishes and feelings, they will be invited along with their support worker for familiarisation sessions. For the academic year 2015/16 these sessions were facilitated by the Assistant SENCO and we found this practice to be particularly successful for supporting the transition of students who had a diagnosis that fell within the Autistic Spectrum Disorder (ASD) or those who experience high levels of anxiety around the prospect of change.

Students whose needs fall within the category of Social, Emotional & Mental Health, including behavioural needs, are supported during transition by the Student Support Team Leader. A support plan will be implemented this will be reviewed regularly and will remain in place for as long as there is a presenting need. Moreover, one to one tailor made support will be offered, if thought appropriate to support the student in making the appropriate choices. This has been particularly successful with those young people who find the first term challenging to adapt to the expectations at The Academy.

For students who have an Education Health Care Plan (EHCP) the Team Leader for Student Support and The Assistant SENCO will attend the student's year 9 statutory annual review in preparation for meeting the needs of the young person. This encourages collaborative working and instigates the young person's involvement in the decision making process from the earliest possible opportunity. Where it is relevant to do so we will work in conjunction with external agencies to ensure students have every opportunity to achieve the best possible outcomes in all aspects of their education and holistic development.

### Provision:

Every young person has a Student Profile which summarises all their individual needs, this including: SEND data, classroom support strategies, health information and relevant home circumstances etc. The information in the Student Profile is accessible to staff that teach and support the young person. This is constantly updated to ensure that the support we give each of our students is relevant and up to date. In line with the commitment to staff development, Student Profiles contain links to SEND guidance documents which are pertinent to the student's individual needs and/or diagnosis. In addition, the student's strengths and weaknesses will be detailed, paying particular attention to how these impact on the student's ability to access the curriculum and how best to support them in overcoming barriers to achievement. Provision is logged on the SIMS Provision Map by the classroom support staff. This is managed by The Assistant SENCO who meets regularly with the Learning Support Mentors to record, evaluate and develop the success of intervention work.

Classroom Support Plans provide teaching and support staff with an summary of the needs of the students in their classroom; these are used to ensure SEND students are easily identifiable to staff and therefore received the level of support they need in order to engage fully with learning and achieve in line with their ability.

During year 10 each student with an identified SEND will be screened to establish if they have an entitlement to Exam Access Arrangements (EAA). This screening is carried out by The Assistant SENCO and the results will be implemented in accordance to the exam regulations. Furthermore, the support strategies obtained from the screening will be shared via the Student Profile and parents/carers will be informed of how their son/daughters opted to utilise their entitlement.

The Student's Mentor will support and guide the young person to set manageable targets and monitor their progress. All mentor meetings will be documented and communicated with parents/carers through a mentor report. Moreover, the mentor will be the first point of contact if a parent/carer has any questions or wishes to share information regarding their son/daughter's needs.

Students will be encouraged to actively take part in all aspects of Academy life. All Extra-curricular Activities and trips are open to them and individual arrangements are planned in advance to ensure they are able to participate. For students with a medical and/or physical need any concerns or barriers to the activity will be discussed and addressed with the young person and their parents/carers to ensure they are able to enjoy and participate comfortably.

#### **Accessibility to The JCB Academy:**

There are a range of facilities to enable all students, parents/carers and visitors to access The Academy. This includes:

- Lift in main school building to allow access to the range of floors
- Accessibility toilets are available on every floor
- All stairs have banister rails on at least one side
- Enlarged text for visual impairments is available
- Parent/carers may wish to request support to fill in student documents on request

If a student, parent/carer or visitors have a physical need these will be audited prior to the visit and reasonable adjustments will be made to ensure all can access the facilities. For example, this may include relocating a lesson or meeting to a more accessible room.

In summary The Academy's graduated response program of ongoing monitoring combined with effective communication with parents/carers, enables staff to respond to concerns efficiently. Yet most importantly it provides the opportunity for the views of the young person to be taken into consideration when addressing any concerns or questions. If you require additional information the Student Support Team will be happy to discuss these with you. If you require independent support or advice, please feel free to contact the Staffordshire Family Partnership on 01785 356921 or by email on [sfps@staffordhsire.gov.uk](mailto:sfps@staffordhsire.gov.uk).

#### **Summary of KS4 SEN for the academic year 2015/16:**

The data is as follows for Key Stage 4:

- SEN Support = 26%
- EHCP (formerly statement) = 2%
- Pupil Premium = 11%
- Free School Meals = 5%
- Exam Access Arrangements = 20%

EHCPs are in transfer process by the LA. We have submitted the three year 11 statements to be reviewed by the LA and they will make a decision on transferring the statements to the EHCP or the PCP document, depending on their judgement of the student's needs.

**Summary of KS4 SEN for the academic year 2016/17:**

The data is as follows for Key Stage 4:

- SEN Support = 30%
- EHCP (formerly statement) = 1%
- Pupil Premium = 10%
- Free School Meals = 4%
- English as an Additional Language: 3%
- Exam Access Arrangements = 19%
- Functional Skills Literacy = 10%