

Abbey Grange CofE Academy: SEND Information Report

What is the SEND Information Report?

The SEND Information Report details the provision that Abbey Grange CofE Academy offers to students with special education needs and disabilities. To find out more about the new SEND code of practice, please refer to the SEND code of practice: 0 to 25 years:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is a Special Educational Need or disability?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school 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 schools or mainstream post-16 institutions.

(Special Educational Needs and Disability, Code of Practice: 0 – 25 years, June 2014)

What is the SEND profile of Abbey Grange?

Numbers show the percentage of the school population at different levels of SEN provision (SEN Support and Educational, Health and Care Plan).

SEN Stage	National	Leeds	Abbey Grange
EHCP	2.8%	1.1%	0.6%
SEN Support	11.5%	10.1%	5.9%
All SEN	14.3%	11.1%	6.6%

SEN Numbers per Year Group at Abbey Grange			
Year	Support	EHCP	Total in year Group
7	30	2	273
8	15	4	270
9	14	2	242
10	10	0	240
11	13	1	234
12	8	1	172
13	6	0	177
Current Overall	86	10	1608

What are our curriculum intentions for SEND students?

At Abbey Grange our curriculum is designed to fulfil our mission to 'Educate, Nurture and Empower'. This applies to all of our students including SEND.

- Abbey Grange C of E Academy offers a curriculum that is ambitious and designed to Educate all SEND students, particularly the most disadvantaged, instilling the knowledge and cultural capital they need to succeed in life. Through high expectations, quality first teaching and targeted support, all SEND students are able to achieve.

- We have a broadly academic curriculum, with sights set firmly on the highest possible percentage of SEND students achieving or exceeding their potential, and Empowering them to further their education at university, college or on an apprenticeship. Timetabled lessons are enhanced by a varied and motivational enrichment programme, creating a well-rounded educational and spiritual experience for Abbey Grange students, with the development of skills that will help them to succeed in further education and employment.

- The curriculum is tailored to Nurture all students, especially those with SEND, by meeting their needs. At Abbey Grange we also place a great deal of emphasis on Nurturing the character of our SEND students to ensure that they become well-rounded citizens who can contribute positively to society.

How do we implement our intentions for SEND students?

Individual planning for these students is necessary in order to address their unique, individual needs, to ensure their access to the curriculum and to provide the opportunity for each student to reach their full potential.

- Evidence broadly supports the view that students with additional needs can benefit from a flexible approach to curriculum adaptation and delivery. However, it is also necessary to balance any potential benefits of flexibility against the need for students to meet standard criteria for accreditation and certification, and to prevent adapted curricula from becoming too narrow.

- An inclusive curriculum must consider the different abilities and needs of all students, and be adapted to be accessible and flexible so that those diverse needs are met.

- Students with additional needs should be included as much as possible in mainstream classes and withdrawn for individual or small-group teaching only when it is clearly in their interests or where appropriate education for them or other students cannot be provided in the mainstream class. Successful inclusion requires collaboration between mainstream teachers and specialist staff e.g., the SENCO, Assistant SENCO and the team of teaching assistants.

Some of the strategies used at Abbey Grange include:

- Quality first teaching

- Staff training on SEND needs and other identified student needs.

- One on one, or small group interventions. Students with additional needs may be brought together in groups for instruction in specific aspects of the curriculum or so that common targets in their individual learning plans can be addressed.

- Students with additional needs or those with low prior attainment are sometimes “timetabled” outside the main timetable for certain class periods in order to receive additional instruction in core areas of the curriculum. For Key Stage 4, this usually happens at times that the mainstream students are attending lessons in an optional subject.

- Key Stage 3 Intervention Pathways consist of a range of 6-week minimum intervention sessions focusing on literacy support with the use of Catch Up Literacy, Read Write, Numeracy support, EAL support as well as interventions to pre teach new vocabulary and spelling development hosted in the SEND hub.
- In addition, bespoke sessions are offered to support Speech and Language, Sensory needs, Autism Spectrum Disorder.
- Use of Accelerated Reader to help students develop as independent and confident readers
- Specific Educational Psychologist support.
- Differentiation of tasks in lessons.
- Additional time in assessments according to needs.
- Emphasis on real life skills and character building as well as academic goals.
- Pupil Passports for students from a range of key groups who have identified needs.
- Individual Behaviour Plans and or EHCP plans.
- Detailed support through provision map plans on class chart system for all staff to access.
- Students have access to a range of social, emotional and mental health (SEMH) interventions as well as opportunities to explore their wellbeing within the curriculum.
- Additional interventions and support are offered through programmes such as the Worth It Programme during form time,
- Onsite School counselling as well as group and one to one sessions is provided by the school counsellor and or Family Support Social Worker.
- Additional bespoke workshops are delivered throughout the year to students with SEMH needs. The SEMH provision is tailor made to reflect each person's needs.

SEND Progress at Abbey Grange Academy

Year	2018	2019
National Non SEN	+0.06	+0.08
Abbey Grange Non SEN	+0.45	+0.29
National SEN	-0.55	-0.61
Abbey Grange SEN	+0.54	+0.11
Abbey Grange Academy SEN better than national non SEN by:	+0.48	+0.03
Abbey Grange Academy SEN better than national SEN by:	+1.09	+0.72

The SEND Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEND report each year. The table below provides the information that we are instructed to include. If you have any further questions or require further help for your child with SEN, please do not hesitate to contact the school SENCO whose details are provided in the table.

<p>What kinds of SEND do we provide for at Abbey Grange CofE Academy?</p>	<p>Students with a wide range of abilities and/or special educational needs or disabilities (SEND) are welcomed at Abbey Grange C/E Academy. As a school we consider ourselves wholly inclusive and provide support to meet the needs of students across the 4 areas laid out in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none"> • Cognition and Learning such as Dyslexia, Dyspraxia. • Communication and Interaction such as Autistic Spectrum Disorder/Condition. • Physical and/or Sensory such as issues with sight, hearing, or physical issues. • Social, Emotional and Mental Health such as anxiety and depression.
<p>What are our policies for identifying children and young people with SEN and assessing their needs?</p>	<p>Whether we are aware of a child’s SEND when the student becomes a member of the academy, or whether the child’s SEND becomes apparent at a later stage, all staff work with the SENCO (Mr Steve Naish) who carries out a clear analysis of the student’s needs. Need could be identified by:</p> <ul style="list-style-type: none"> • individual teachers • parents • school’s learning support department • external agency <p>This can lead to the assessment of teachers’ and parents’ views and the advice from relevant external services. The SEND assessment is reviewed regularly, seeking the views of both the student and parents by inviting them in for a meeting to discuss progress. In addition, updates and reviews will be sought from teaching staff to ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome. As a parent/carer, should you feel that your child could have a special educational need, please contact the Academy’s SENCO, Steve Naish to discuss your concerns</p>
<p>What arrangements are in place for consulting with parents of children with SEND and involving them in their child’s education?</p>	<p>Parents and carers play an important role in the life of the Academy and we regularly hold parent/carers consultation evenings and parent forum events, for parents to express their views or find out information, plus an open evening once a year. Please see the website for more</p>

	<p>information. Our SENDCO, Mr Naish, is available at all parental consultation evenings. Parents and carers are always welcome to contact us either by phone or e-mail to have a conversation with either the pastoral leader or the form tutor. The SEND team can be contacted on the numbers above.</p>
<p>What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?</p>	<p>Pupils with SEND are invited to be involved in developing and reviewing their Pupil Passports. They are also welcome to attend EHCP reviews or other meetings with the SENCO, a member of the SEN team, pastoral team or tutor. This assist in gathering the student's views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies. In addition, pupil views are sought as part of the quality assurance of SEND provision.</p>
<p>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</p>	<p>The progress of students identified as having SEND is tracked and monitored in all subjects in line with the school policy. If it is noted that expected progress is not being made the teacher would highlight this at the Progress Tracking Points which would then be followed up by subject leads or Achievement Directors in liaison with the SEND team. Interventions mentioned above may then be applied as appropriate. Progress will be reported to parents and carers as per the school policy. This will include progress reports, parent consultation evening and moving on evenings. The Senior Leadership Team will work with the SENCo to ensure SEND students have a full entitlement curriculum and that they are on track with respect to their Progress8 and Attainment8 targets. However, where a personalized and bespoke package is required the Academy will meet with parents and students to ensure they are fully included and informed with respect to their progress and outcomes at every stage. In addition, the members of the SEND Team will keep in regular contact by phone or email and meetings will be arranged on a regular basis as per the Code of Practice. Please also see the Inclusion (SEND) Policy for more information.</p>
<p>What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their</p>	<p>The academy is committed to ensuring transition points are well catered for: Key Stage 2-3:</p> <ul style="list-style-type: none"> • Students are offered additional individual and small group visits. During this they can have

<p>ambitions, which could include higher education, employment, independent living and participation in society.</p>	<p>tours of the building and meet staff to familiarise themselves before the summer.</p> <ul style="list-style-type: none"> • Staff from SEND and pastoral teams liaise with key staff and agencies to share information and strategies to develop independence. • The SENCo and members of the Pastoral Team attend KS2 reviews to share expertise and offer advice to parents and staff of appropriate provision. • A Pupil Passport is written with staff from the SEND Team as part of the enhanced transition process. • Additional care is taken to place students with SEND in appropriate groups and that appropriate support is in place. <p>Key Stage 3-4:</p> <ul style="list-style-type: none"> • Parents and students can have an additional meeting with the SENCo to offer support, advice and guidance with the GCSE option process and possible alternative packages. <p>Key Stage 4-5 and beyond:</p> <ul style="list-style-type: none"> • Appropriate agencies and staff from post-16 provisions are invited to KS4 reviews to ensure a positive transition and outcome. • Specialist careers advisors are commissioned to support with next steps • School staff will (if appropriate) attend visits to colleges and placements. • Where requested SEN information can be forwarded to higher education institutions and employers.
<p>What is our approach to teaching children and young people with SEND?</p>	<p>Abbey Grange is committed to meeting the needs of all students through good quality first teaching and high standards in the classroom. This, together with a differentiated approach to learning, is paramount to the success of all SEND learners.</p> <p>Based on the severity of the children or young person's needs they may receive additional classroom support, targeted small group tuition and extra interventions to ensure they make the best progress they can.</p>
<p>How do we support students with medical needs?</p>	<p>If your child or young person has specific medical factors contributing to their educational needs, please contact the academy Abbey Managers where a member of staff can</p>

	<p>discuss specific provisions that may need to be implemented.</p> <p>If a student requires medication within the academy day, this can be facilitated by an Abbey Manager once the appropriate consent forms have been completed.</p> <p>Parents/carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education.</p>
<p>How accessible is the Academy's environment?</p>	<p>All newly built areas of school are accessible to SEND students and have lifts and disabled toilets. Students who need to use them will be fully trained and a risk assessment will be in place. Where needed, classes would be moved to accommodate disabled students. A defibrillator is positioned in the main office and adequate staff are first aid trained.</p> <p>Please see the academy's Accessibility Plan for more details.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>At Abbey Grange CofE Academy, subject teachers personalise learning and teaching so that it is matched to a student's needs.</p> <ul style="list-style-type: none"> • Our Key Stage 4 has a broad and balanced curriculum. Students are carefully supported in their choices and all have an individual appointment with a member of SLT or ELT to help them make the right choices. Through careful monitoring, where required a small number of students will have an adapted curriculum to help support their progress. • In some subjects, students are set by ability. The students in these groups have their progress reviewed regularly to ensure that they are placed at the appropriate level. • Teaching Assistant support is deployed on a personalised and flexible basis to ensure that a student has the necessary support to succeed, but enough freedom to become an independent and resilient learner. • Every SEND registered student will have a personalised SEND Pupil Passport. Within this are personalised strategies to remove barriers to learning, which has been developed by individual teachers.
<p>Information regarding the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</p>	<p>The SENCo has a teaching qualification and The National SENCo Qualification. Support staff have ongoing training around the individual needs of students. Teaching staff are involved in a range of CPD throughout the year</p>

	<p>including that of SEND. We engage in training with outside agencies such as the local authority DAHIT team, SaLT team and ASD. Staff are regularly updated with information so that awareness of SEND student issues and how they can have a detrimental impact on emotional well-being, as well as progress, is high on teaching and support staff agendas. Time is provided for whole staff training to raise staff awareness of practical ways to improve support for SEND pupils facing barriers to learning.</p>
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>The Academy's evaluation of SEND provision takes into account parental views, levels of expected progress made by SEND pupils in comparison to non-SEND students. This identifies any gaps in performance that will lead to further analysis and interventions. Please see the above SEND outcomes table for the last set of GCSE results (2018-19).</p>
<p>How are children and young people with SEND enabled to engage in activities outside the classroom with children and young people in the school who do not have SEND?</p>	<p>The school provides this through:</p> <ul style="list-style-type: none"> • the assessment of need and reasonable adjustments being made • allowing additional time for work/assessments • adjustments to materials for example; colour of paper, font size • a variety of differentiation strategies • availability of lifts for wheelchair access and other disabilities. <p>This is a key priority to enable students to experience the social benefits of working in a classroom or smaller team environment. This process is made possible by ensuring that, through advance planning of groups, seating, classroom environment, lesson materials and targets, students can access all activities, albeit in a differentiated manner.</p>
<p>How are children and young people with SEND enabled to engage in classroom activities with children and young people in the school who do not have SEND?</p>	<p>It is the aim of the Academy for all students to have access to the activities it provides. If assistance is required for a student to fully participate, then the Academy will, to the best of its ability, give such assistance.</p> <ul style="list-style-type: none"> • If a student has a specific need which may affect their participation on an Academy trip, then the trip leader will consider this in the planning of the trip. • All students are welcome to attend all extra-curricular activities at the Academy. • If extra support is required for a student to participate in an extra-curricular activity, then it

	will be considered in the planning and running of the activity.
<p>What support is in place for improving emotional and social development?</p>	<p>The academy prides itself on having a very strong ethos of all round care for its students. We offer a vertical tutoring system which empowers the nurturing environment and creates space for students from each year group to be together in form time each day. This system has proved to have a beneficial impact on the care shown for each other within our school community. Each student has a form tutor and a pastoral lead who is the Head of their Abbey. These are people who know the students well and can support with any aspect of school life. They also build up a strong relationship with parents and families and can often be the first port of call. In addition, students with SEND may also have teaching assistants that work alongside them. During free time we have 'safe place' (The Hub) for our more vulnerable students to visit should they not wish to be in the busiest parts of school. We offer the Worth-It Programme for students who are identified as having SEMH (social, emotional or mental health) needs. This involves meeting with a key person to create a positive mind set around their education. We identify students whom we know will need reasonable adjustments to the behaviour policy followed by students. In these instances, a 'reasonable adjustments plan' is put in place and reviewed regularly. Measures to prevent bullying, boost self-esteem and help to manage anxiety are promoted and where an issue is identified more one to one input is provided (e.g. Worth It Scheme; Abbey Manager support).</p>
<p>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	<p>If the child or young person has very complex needs, it may be appropriate to apply for an Education, Health and Care Plan. (EHCP) This would be done via a needs assessment by the authority's complex needs service, together with all agencies involved. More information about what the authority can offer in terms of SEND can be found in the 'Local Offer' on the council website: https://leedslocaloffer.org.uk/#/directory</p> <p>We also endeavour to commission support from specialist outside agencies and professionals where required. Examples of</p>

	<p>these include SENSAP (special educational needs statutory assessment panel), STARS (Autism team), SaLT (speech therapy team, NHS based, Leeds Authority), EP (Educational Psychology) support from the authority, CAMHS (Child and Adolescent Mental Health Service), SENIT (Special Education and Inclusion Team), SENDIASS (special educational needs and disabilities information advice and support service) Leeds.</p>
<p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>Initial concerns should be directed to our SENDCO, Mr Naish. If you still have concerns about your child's SEND support after consultation with the SENCO contact Mr G Watson (Assistant Principal). Depending on the key areas of concern, complaints from parents are dealt with using the School's complaints procedure or through referral to the Local Authority.</p>
<p>Where can the LA's local offer be found?</p>	<p>https://leedslocaloffer.org.uk/#/directory</p>