



The Axholme Academy
SEND Information Report
Review: September 2020

The Axholme Academy SEND Information Report

This is our contribution to the Local Offer which sets out our provision for all students with Special Educational Needs / Disabilities at our Academy.

At The Axholme Academy we believe in inclusive education to ensure all students achieve their full potential. Every teacher is a teacher of every student. All students have access to high quality teaching and learning opportunities irrespective of their abilities.

The Axholme Academy is a smaller than average mainstream converter academy with a SEN cohort above the national average and a cohort with an EHCP which is significantly above national average.

What does SEND mean?

'Special Educational Needs and Disability' is a phrase with a large meaning. At The Axholme Academy we cater for students with diverse needs across the academy including:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Disorder
- Dyspraxia (Development Coordination Disorder)
- Visual Impairments
- Hearing Impairment
- Physical Disabilities
- Social and Emotional difficulties

Within the SEND Code of Practice 2014, the term SEND is given as,

'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 him or her.'

This continues to state that a child has a learning difficulty or disability if they,

'have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

As far as is reasonably possible, it is the responsibility of the Academy in collaboration with the student, parents and carers, external professionals and Local Authority as required, to remove the barriers to learning and enable each student to access education appropriate to his or her needs.

SEND is divided into 4 categories. Students may have identified needs in one or more categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or physical needs

Identification of SEN

The majority of students with Special Educational Needs will have already been identified at Primary school, for more information on students with a SEN history see 'Transition'.

All students are tested on entry to The Axholme Academy for Numeracy, Reading, Spelling and Comprehension along with baseline assessments in a range of subjects, this includes any transferring students. Re-testing takes place on a yearly basis following any required intervention.

Teaching staff will initially identify any student who fails to make progress in their own subject despite high quality first teaching and put interventions in place. Should the teacher still have concerns they will refer the student to the pastoral team. The SENCO (Miss J. Harrison), the Head of Pastoral Care (Mrs C. Carter), the Head of Y8 and 9 (Mr D. Wayte) and the Head of Y7 (Miss E. Leigh) meet on a termly basis to discuss students causing concern. An outcome could be that the student is placed in the SEN Support Group with specific intervention put in place. The SENCO works with a range of external agencies including Specialist Teachers, Educational Psychology, Occupational therapy, Complex Behaviour Team, Occupational therapy and Autistic Spectrum Educational Team, in order to identify and then support a student with Special Educational Needs.

Liaison with Parents and Carers

All students with an Education, Health and Care Plan receive an annual review of this which parents and carers are invited to attend and contribute towards. The outcomes contained in the EHC plan are reviewed at the meeting following advice gathered from relevant parties.

All students on SEN Support, including those with an Education, Health and Care Plan, are given an individualised Student Pen Portrait including academic and SEN targets along with strategies to support the student in lesson. These are reviewed every term and parents and carers are invited to meet with the SENCO to contribute towards the review. The targets set in the Student Pen Portrait are reviewed at each meeting following any relevant testing.

The SENCO attends all annual parents evenings at which all parents and carers are invited to make an appointment to discuss any concerns that they may have regarding their child's progress.

Person Centred Approach

SEN provision at The Axholme Academy places the Student at its heart. They are involved in setting their own targets with the assistance of an Academic Mentor with whom they also review these. The student is expected to attend their annual review of their EHC Plan, and their termly review of their Pen Portrait. Student's views of their support are recorded at these meetings along with their wishes for future support.

Transition

The majority of pupils with SEND are identified at Primary School. The SENCO at the Primary School will talk to parents about transition to Year 7 and involve the Secondary SENCO as early as possible.

Students with an Education Health Care Plan (EHCP) – transition should start in Year 5 to give students and parents plenty of time to make an informed decision. Open Evenings and visits usually take place early in the Autumn term of Year 6. The SENCO will attend the annual review held at the Primary school in Y5 and 6 if invited to do so.

Students on SEN Support – talk to the SENCO on Open Evenings and make additional visits, usually early in the Autumn term of Year 6.

Additional transition days are organised for those students who may require extra support. This ranges from individual visits, half days with other students in the year group, the full SEN transition day, and optional transport trial mornings. Discussions will take place between the SENCO at the Primary school and The Axholme Academy to organise a transition programme which is suitable for the individual child.

Transition – Moving on from The Axholme Academy

Students at The Axholme Academy have a choice of destinations for their Post-16 studies with options to move on to any one of a range of local Colleges. All students have the opportunity to attend college open days and take part in taster activities within The Axholme Academy.

Students with an Education Health Care Plan (EHCP) – the Transition plan starts in Year 9 when the student has his/her first interview with the assigned Careers Information Advice and Guidance (IAG) adviser in school. This forms part of the EHCP process and ensures that the long term aims of the student are kept central to the plan. Once the Post-16 placement is chosen, the SENCO from the College is invited

to the next Review of the EHCP and usually offers an additional transition support package depending on the student's needs.

Student's on SEN Support – all students have a meeting with the assigned IAG advisor in school, the SENCO will then meet with the IAG adviser and contact the Support Team at the Colleges to share information that will help them to support the student in the best way possible. This also applies to vulnerable pupils who may require extra support as they settle into a very different environment.

Teaching and Learning

Students will have full access to the curriculum which will be differentiated to take account of each student's particular needs and will be modified to suit his /her academic and personal development. Assessment for learning is used to support planning for different levels of attainment. All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for High Quality First teaching within the individual student pen portraits.

There is specific targeting of individual support for students with their student pen portraits. Personalised intervention sessions are put in place for students who require a more intensive approach. Small groups may be supported by the class teachers, teaching assistants or pastoral mentors as appropriate. Typically, small group sessions take place for Dyslexia, Dyspraxia, Literacy and Numeracy, Revision techniques, and to support social interaction. Intensive 1:1 support sessions are put into place for any child following a specific personalised programme provided by an outside agency such as an Educational Psychologist or Speech and Language Therapist. A Lifeskills programme is followed by students who require additional support in order to become more independent with the use of money, telling the time, and using public transport.

Staff have access to SEND updates throughout the year as part of the CPD programme and weekly SEN Updates are published to all staff. Further individual staff CPD is put into place where required. All new staff, including trainee teachers, are given the opportunity to meet the SENCO within the first 2 weeks of term.

Additional Support

We have a small Transition group to support our most vulnerable students within Y7 and 8 who are taught a highly differentiated curriculum prior to accessing the full curriculum beside their peers from Y9 onwards.

A team of TA's provide in-class support in line with statutory requirements of a students' EHCP. The team provide additional support for students on SEN Support where possible. TA support is provided to students in order to attend visits outside of school and to support with transition.

The TA's provide a base which provides vulnerable students with opportunities to socialise with small groups of other students so that they can enjoy their breaks and lunchtimes in a friendly and nurturing environment. Support is also provided prior to school starting.

Students at The Axholme Academy have access to a social skills programme provided by the Student Support Managers. Several members of staff are also trained in using Lego as a means of supporting social skills.

We have an excellent team of Peer Mentors who are able to provide additional support for our students through a wide variety of activities. These include support with ILT's, paired reading, and anti bullying support.

We have a strong pastoral team in order to support the emotional needs of our students. The Student Support Managers have received additional training in dealing with aspects of emotional literacy which include emotional awareness, issues with self-esteem, anger management, developing social and friendship skills, social communication difficulties, dealing with loss, bereavement and family break-up. They liaise with parents/carers in order to support the child.

The pastoral team, including the SENCO, meet on a weekly basis to discuss any concern over individual students. The requirement for any additional support is considered including the organisation of an EHA and the consultation with other external agencies.

The Axholme Academy has 2 identified Mental Health Champions, these being the SENCO, Miss J. Harrison, and the Deputy Safeguarding Lead, Mrs D. Millward.

The SENCo holds the National SENCo Qualification, an MEd in Inclusion and Special Educational Needs, and an Assessment Practising Certificate for the assessment of Dyslexia.

Contacts

For any queries regarding support for your child, in the first instance you should contact their form tutor or the Student Support Managers – Mrs D. Millward or Mrs E. Freaar, at The Academy on 01724 710368. Alternatively, contact the respective Head of Year – Miss E. Leigh Y7, Mr D. Wayte Y8-9 or Mrs C. Carter Y10-11 on the same number or via email: leigh@theaxholmeacademy.com, dwayte@theaxholmeacademy.com or ccarter@theaxholmeacademy.com

For any queries regarding specific SEN issues contact the schools SENCO, Miss J. Harrison on the schools telephone number 01724 710368 or via email jharrison@theaxholmeacademy.com

Should you require any further support please contact the Assistant Principal responsible for Pastoral Care Mr J. Bennett jbennett@theaxholmeacademy.com or the Principal Mr D. Keogh on 01724 710368 or dkeogh@thexholmeacademy.com

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