



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 SEND 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
- Visual Impairments
- Hearing Impairment
- Physical Disabilities
- Social and Emotional difficulties
- Speech, Language and Communication difficulties
- Moderate Learning Difficulties

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

The majority of students with Special Educational Needs/Disabilities will have already been identified at Primary school, for more information on students with a SEND 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 SEND Team through the SEND Concern form. The SEND Team (Miss J Harrison - SENDCO and Miss E. Leigh - Deputy SENDCO) meet on a half termly basis with the RtL and AtL team to discuss students causing concern. Wave 1 interventions will be put in place by these teams and following a review of these at a proceeding meeting the decision may be made to place a student in the SEND Support Group with specific wave 2 intervention put in place. The SENDCO 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 and Disabilities.

Liaison with Parents and Carers

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

All students on SEND Support, including those with an Education, Health and Care Plan, are given an individualised 'Student Pen Portrait' including strategies to support the student in lesson. These are reviewed every term and parents and carers are invited to meet with the SENDCO or Deputy SENDCO to contribute towards the review. Targets are set following each meeting and are reviewed at the next one following any relevant testing. Targets are held within the student's 'My Support Plan' linked to the Student's Pen Portrait.

The SENDCO attends all annual parents' evenings at which all parents and carers are invited to make an appointment to discuss any concerns they may have regarding their child's progress. Additionally, parents and carers of students with SEND are invited to make appointments with the SENDCO at the Academic Review Days.

Parents and carers may request an additional meeting at any point by contacting the academy and discussing their issue with the SEND team. Meetings can be held face to face, on the telephone, or via Google Meet.

Person-Centred Approach

SEND provision at The Axholme Academy places the Student at its heart. They are involved in setting their own targets with the assistance of the SEND team. The student is expected to attend their annual review of their EHCP, and their termly review of their Pen Portrait and Support Plan. Student's views of their support are recorded at these meetings along with their wishes for future support. The HLTA conducts separate 1:1 meetings with all students with SEND to capture their view prior to meetings.

A trusted adult meets with all high needs students prior to their reviews and future career planning reviews in order to ensure that their ideas and thoughts are presented appropriately.

Transition

The majority of pupils with SEND are identified at Primary School. The SENDCO at the Primary School will talk to parents about transition to Year 7 and involve the Secondary SENDCO and Deputy SENDCO 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 Deputy SENDCO will attend the annual review held at the Primary school in Y5 and 6 if invited to do so.

Students on SEND Support – talk to the SENDCO and Deputy SENDCO 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 SEND transition day, and optional transport trial mornings. Discussions will take place between the SENDCO 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 begins to think about their future career. 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 SENDCO 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 SEND Support – all students have a meeting with the assigned careers advisor in school, which can begin from Y7 if required. The SENDCO will then meet with the teacher responsible for CEIAG 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, Emotional Literacy, Study Skills, and to support Social Skills. 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 termly SEND 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 SENDCO within the first 2 weeks of term.

Additional Support

A team of TA's provide in-class support in line with statutory requirements of a students' EHCP. The team provides additional support for students on SEND 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 supported environment. Support is also provided prior to school starting and in the form of ILT CLub.

Students at The Axholme Academy have access to a social skills programme and a self esteem programme provided by the Teaching Assistants. Several members of staff are also trained in using Lego® as a means of supporting social skills. A specific programme for supporting students Emotional Literacy is run by our ELSA trained TA. Zones of Regulation are taught and used by our students who are neurodivergent.

Our ELSA trained TA is able to support the emotional needs of our students. This includes support in dealing with aspects of emotional awareness, issues with self-esteem, anger management, dealing with loss, bereavement and family break-up.

The RtL team, including the SENDCO and Deputy SENDCO, meet on a half-termly basis to discuss any concerns with 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 SENDCO, Miss J. Harrison, and the Deputy Safeguarding Lead, Mrs D. Millward. The Senior Lead on Mental Health at The Axholme Academy is the Assistant Principal Mrs L. Kinroy.

The SENDCO holds the National SENDCO 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 relevant Ready to Learn Lead:

KS3 - Miss S Ackroyd sackroyd@theaxholmeacademy.com

KS4 - Miss D Shipman dshipman@theaxholmeacademy.com

For any queries regarding specific SEND issues contact the academy's SENDCO, Miss J. Harrison or the Deputy SENDCO, Miss E. Leigh on the academy's telephone number 01724 710368 or via email jharrison@theaxholmeacademy.com or leigh@theaxholmeacademy.com

Should you require any further support please contact the Assistant Principal responsible for SEND - Mrs L. Kinroy kinroy@theaxholmeacademy.com or the Principal Mr D. Keogh on 01724 710368 or dkeogh@theaxholmeacademy.com

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