



# **SEND Information Report**

**Policy version: January 2024**

**Policy Owner: Toni Bailey**

**Next Review date: January 2025**

## 1. **Special Educational Needs provision**

1. The aim of this report is to set out the Trust's implementation of the Special Educational Needs and Disability Policy (SEND Policy) for pupils with SEND.
2. This report will be reviewed and published annually, to accurately reflect any changes in the information during the academy year.
3. This report sets out:
  - the academy's policies for identifying children and young people with SEND and assessing their needs
  - The academy's arrangements for assessing and reviewing children and young people's progress towards outcomes
  - Our approach to teaching children and young people with SEND
  - How adaptations are made to the curriculum and learning environment of children and young people with SEND
  - How the academy evaluates the effectiveness of its provision for children and young people with SEND.
2. The types of SEND that are provided for by Caister Academy are as follows;
  - Cognition and learning
  - Communication and interaction
  - Physical and sensory
  - Social, emotional and mental health
  - Moderate/severe/multiple learning difficulties
3. The procedures used for identifying pupils with SEND and assessing their needs, using the cycle of Assess, Plan, Do, Review:
  - Year 6 transfer information
  - Year 6 CATs and SATs tests
  - Baseline data from curriculum entry assessments
  - Baseline data from literacy assessments
  - Mid-year entry assessments
  - Emotional literacy assessments
  - Internal referrals

- Dyslexia screening
- CAMHS assessments
- Exam access arrangements screening
- Educational psychologist assessments
- Internal progress data

4. In agreeing our staged arrangements, the academy has taken into account the following statements and definitions:

*‘Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-academy policy on assessment.’*

**‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006)**

*‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.’*

*This is special educational provision under Section 21 of the Children and Families Act 2014.’*

**SEND Code of Practice (2014: Para 1.24)**

*‘This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.’*

**“Achievement for All” (National Strategies: 2009)**

*‘Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.’*

**Ofsted SEN Review 2010**

***The Graduated Approach - this sets out the academy’s approach to teaching pupils with SEND***

5. **STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-academy provision map**
1. All learners will have access to quality first teaching.
  2. Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the academy curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the academy as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This

is considered to be a differentiation of the usual academy curriculum – not a special intervention for pupils with SEND.

3. All vulnerable learners, including those who are looked after children (LAC), with special educational needs, will be included on a detailed whole academy provision map which outlines and monitors all additional intervention across the academy. The whole academy provision map enables the academy to:
  - plan strategically to meet pupils’ identified needs and track their provision
  - audit how well provision matches need
  - recognise gaps in provision
  - highlight repetitive or ineffective use of resources
  - cost provision effectively
  - demonstrate accountability for financial efficiency
  - demonstrate to all staff how support is deployed
  - inform parents, local authorities, external agencies and Ofsted about resource deployment
  - focus attention on whole-academy issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

***Policies and procedures for Identification and Assessment at Stage 1***

4. Children’s needs should be identified and met as early as possible through:
  - the analysis of data including statutory assessments and internal evaluations of learning and progress
  - classroom-based assessment and monitoring arrangements (cycle of planning, action and review)
  - following up parental concerns
  - tracking individual children’s progress over time
  - information from previous schools
  - information from other services
  - maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND support from the academy’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and the Special Education Needs Coordinator (‘SENDCo’)
  - undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.
  - involving an external agency where required.

*Curriculum Access and Provision for vulnerable learners*

5. Where children are underachieving and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils, including:

- teachers differentiate work as part of quality first teaching, e.g. by providing scaffolded support, or by teaching knowledge in smaller 'chunks' so that pupils do not suffer from cognitive overload as they attempt to learn new information
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support/individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross-age tutors
- homework/learning support club
- classroom plan tutorials

### *Monitoring and Evaluation*

6. The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out through:

- classroom observation by the SENDCo, other relevant co-ordinators and senior leaders
- ongoing assessment of progress made by intervention groups
- regular work sampling
- scrutiny of planning
- teacher interviews with the SENDCo/other relevant co-ordinator
- informal feedback from all staff
- pupil interviews when setting new classroom plan targets or reviewing existing targets
- pupil progress tracking using assessment data
- monitoring classroom plans and targets, evaluating the impact of classroom plans on pupils' progress
- evaluation of attendance records and liaison with the local education entitlement services
- regular meetings about pupils' progress between the SENDCo/relevant co-ordinator and the Principal/Headteacher
- academy report to the Academy Council or Academy Improvement Board.

### 6. **Stage 2 Additional SEND Support**

1. Pupils will be offered additional SEND support when it is clear that they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. Under-achieving pupils and pupils with English as an Additional Language (EAL) who do not have SEND will not be placed on the list of pupils being offered additional SEND support (but will be on the academy's provision map).
3. It may be decided that a pupil on the SEND list will require additional High level Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where

the academy can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND descriptors published as part of the Local Offer. The Local Authority's local offer can be found on its website.

4. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
5. Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Classroom Plan is required.
6. Our approach to pupil passports is as follows:
  - Our pupil passports are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended and are available on ARBOR.
  - Our pupil passports will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be 'more literacy' or 'more maths'.
  - Our pupil passports will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets and involved within their review.
  - Our pupil passports will be based on informed assessment and will include the input of outside agencies.
  - Our pupil passports have been devised so that they are manageable and easily monitored and, therefore, will be monitored and evaluated regularly.
  - Our pupil passports will be time-limited and reviewed regularly.
  - Our pupil passports will have a maximum of four-five short/medium term SMART targets set for or by the pupil
  - Our pupil passports will specify how often the target(s) will be covered.
  - Our pupil passports will state what the learner is going to learn – not what the teacher is going to teach and will be clear about

what the pupil should be able to do at the end of the given period.

- Targets for pupil passports will be arrived at through:
  - discussion between teacher and SENDCo
  - discussion, wherever possible, with parents/carers and pupil
  - discussion with another professional, where appropriate
  - Use of assessments to inform planning

## 7. **Stage 3 Education Health and Care Plan**

1. Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and will have an Annual Review of their plan.
2. Our academy will comply with all statutory processes and procedures as well as local arrangements and procedures when applying for:
  - Top Up Funding
  - An Education Health and Care Plan
3. Our academy will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
4. Our review procedures fully comply with the SEND Code of Practice and with local policy and guidance.

## 8. **Roles and Responsibilities**

1. These are set out in the Special Education Needs & Disability Policy, a copy of which can be found on the school website.

## 9. **Assessing and reviewing pupils' progress and the effectiveness of our educational provision for pupils with SEND and the opportunities available to work with parents and pupils as part of this assessment and review**

1. Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
  - the academy's generic processes for tracking the progress of all pupils
  - half-termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
  - use of pupil meetings and feedback
  - monitoring by the SENDCo
  - at least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need

- annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)

**10. How children and young people with SEND are enabled to engage in activities available with children and young people in the academy who do not have SEND**

1. As an inclusive academy, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the academy.
2. Where appropriate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
3. Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensures that all curriculum experiences are available to all pupils in the academy (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
4. All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
5. Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

**11. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

1. Details about our SENDCo are in section 19, below.
2. The SENDCo will regularly attend local network meetings.
3. All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management process.
4. Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the academy from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher/Principal and senior leaders will be responsible for reporting to Academy Council Members on the efficacy



of these arrangements (including value for money). Our academy will, wherever possible, join with other academies in joint commissioning and quality assurance arrangements.

5. All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice. All vacancies will be competitively advertised to ensure our academy employs staff of the highest calibre.
12. **Information about how equipment and facilities to support children and young people with special educational needs will be secured**
1. When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our academy will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the academy will apply to the Local Authority for High Needs Block Funding.
  2. Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other academies in joint purchasing/hire of equipment.
13. **Arrangements for consulting parents of children with special educational needs and involving them in their child's education; arrangements for consulting young people with SEND and involving them in their education**

#### *Partnership with Parents/Carers*

1. The academy aims to work in partnership with parents and carers. We do so by:
  - working effectively with all other agencies supporting children and their parents
  - giving parents and carers opportunities to play an active and valued role in their child's education
  - making parents and carers feel welcome
  - encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
  - instilling confidence that the academy will listen and act appropriately
  - focusing on the child's strengths as well as areas of additional need
  - allowing parents and carers opportunities to discuss ways in which they and the academy can help their child
  - agreeing targets for all pupils, in particular those who are not making expected progress, and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring of progress against these targets
  - keeping parents and carers informed and giving support during assessment and any related decision-making process

- making parents and carers aware of the Parent Partnership services available as part of the Local Offer
- providing all information in an accessible way, including, where necessary, translated information for parents whose first language is not English.

### *Involvement of Pupils*

2. We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Individual Education Plan, where applicable.

#### **14. How the academy supports children to improve their emotional and social development, including pastoral support arrangements**

1. Our academy will provide opportunities for pupils to talk with adults in a safe environment to express their views frankly and ensure they are protected from bullying or emotional harm.
2. We will provide additional emotional support for pupils through mentors and nurture groups as appropriate.
3. We will seek advice from outside agencies as required.
4. Children who are looked after and have special educational needs will be supported directly by the academy's looked after children coordinator who is responsible for managing their emotional and educational needs and maintaining their personal education plan.

#### **15. How our academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**

1. Our academy will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
2. We seek to respond quickly to emerging need and work closely with other agencies including:

- CAF team

- CAMHS
  - Educational Psychology Service
  - Parent Partnership Service
  - Specialist support teams
  - Local NHS services
  - Education Entitlement Service
  - Local authority safeguarding services
3. In accordance with the SEND Code of Practice we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our academy. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
  4. Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
  5. We have a clear point of contact within the academy who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for LAC, but, in some cases, it can be another member of staff who we have identified as a key worker.
16. **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**
1. We will ensure smooth transition into our academy from the previous phase of education and from our academy into the next phase of education.
  2. We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
  3. A transition timeline will be produced, with specific responsibilities identified.
  4. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
  5. Pupils and parents will be encouraged to consider all options for the next phase of education and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
  6. Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.



## 17. Admission Arrangements

No child will be refused admission to academy on the basis of his or her special educational need, ethnicity or language need or on the basis of any of the protected characteristics that apply to pupils. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision (see Admission Policy for the Academy which is available on the academy website).

## 18. Complaints

1. If there are any complaints relating to the provision for children with SEND, these will be dealt with through the Academy's Complaints procedure (see separate Complaints Policy which is available on the academy website).
2. This does not apply to issues with the contents of an EHC plan, or a decision not to carry out statutory assessment or to issue an EHC plan, which should be challenged by way of a SEND appeal against the relevant Local Authority in the First Tier Tribunal.

## 19. Contact details

### **INSERT RELEVANT DETAILS BELOW:**

1. Our SENDCo is Mr Adam Frost, who can be contacted through the academy office or by emailing [adam.frost@caisteracademy.org.uk](mailto:adam.frost@caisteracademy.org.uk)
2. Our SENDCo is a qualified teacher who was appointed as SENDCo in September 2023
3. Our academy LAC (looked after children) coordinator is Mrs Rachel Read, who can be contacted through the academy office.
4. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 can be obtained from the Academy's Administration Office.
5. The academy's SEND policy is available on the academy website:

[Caister Academy](#)

## 20. Links with Other Services

1. Effective working links will also be maintained with other local services including the Educational Psychology Service and other Local Authority services.
2. The Local Authority local offer is available on its website by following this link:

21. **Record Keeping**

1. All records created in accordance with this policy are managed in accordance with the academy's policies that apply to the retention and destruction of records.
2. SEND Records: The SENDCo has responsibility for ensuring that records are properly kept and available as needed.
3. The information created in connection with this policy may contain personal data. The academy's use of this personal data will be in accordance with data protection law. The academy has published privacy notices on its website which explain how the academy will use personal data.

