

Phoenix Academy SEN Information Report

Introduction

At Phoenix Academy, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Objectives of our SEND Provision

We aim:

- (a) To enable every pupil to experience success
- (b) To keep an ongoing register of all children whom we consider to have special educational needs.
- (c) To identify those children as early as possible, assess, record and regularly review their progress and needs.
- (d) To provide learning programmes tailored to their needs.
- (e) To work collaboratively with parents, other professionals and support services.
- (f) To ensure that parents or carers are able to play their part in supporting their child's education.
- (g) To involve the child, so as to encourage a move from dependent to independent learning.

Phoenix Academy firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

As of September 2014, all schools are required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Local Authorities Local Offer. Below are details of the current school offer at Phoenix Academy and East Sussex County Council.

SEN INFORMATION REPORT

What is the school's ethos & what are its values?

Our Mission: To offer local children a world class education.

Our Commitment: We will strive at all times to ensure that children who attend Phoenix Academy:

- Receive an excellent and rich education
- Learn to develop the self-control and self-discipline to become happy, committed life-long learners motivated by education
- Develop a strong foundation of values that builds self-confidence and enables pupils to become successful role models in the local and global community

What types of SEN, disability and medical needs is provided for?

Phoenix Academy endeavours, at all times, to meet the varying needs of all pupils in the school including those with SEN. The Code of Practice 2014 states that: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The four broad areas of need within the SEN Code of Practice 2014 are:

- Cognition and Learning (including pupils with Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific Learning Difficulties such as dyslexia, dyscalculia and dysgraphia)
- Communication and Interaction (including pupils with Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorders (ASD))
- Social, Mental and Emotional Health (including pupils who display challenging, disruptive or disturbing behaviour, pupils with anxiety or depression and pupils with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD))
- Sensory and/or Physical Needs (including pupils with visual impairment, hearing impairment or physical disability)

How is SEN identified?

The Code of Practice emphasises the expectation that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Class teachers will identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is (but is not limited to):

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers

- Or, widening the attainment gap. When a teacher identifies that progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEN. The class teacher and SENCO will work together using the graduated approach by assessing, planning, reviewing and implementing progress.

Who are the best people, at Phoenix Academy, to talk to about my child's difficulties with learning / SEND needs?

The Class Teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Liaising with the SENCO to devise any additional interventions for your child.
- Ensuring that support staff working with your child are supported in delivering the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and individually planned work and resources.

The SENCO – Andy Fisher is responsible for:

- Co-ordinating all the support for children with SEND to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are doing
- Liaising with professionals who come into school to help support your child e.g. Speech and Language Therapy, Educational Psychology, Autism Support Team etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are clear records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

To arrange a meeting with the SENCO, please inform your child's Class Teacher or contact the school office on 01323841420

The Headteacher Alun Evans is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met by the Class Teacher, in consultation, with the SENCO.
- Updating the Governing Body about any issues in the school relating to SEND. Governor responsible for SEND Responsible for:

- Ensuring that staff members follow the Academy's policy and the SEND Code of Practice.

What are the different types of support given?

For all children identified as having SEND there are different levels of support.

The First level of support is by the class Teacher through excellent targeted classroom teaching. For your child this would mean:

- That the class teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

It could also mean:

- He/She may engage in group sessions (often called Intervention Groups) with specific targets to help him/her to make more progress. A Teaching Assistant or Teacher may run these small group sessions.
- Outside professional involvement or more specialist support such as the Speech and Language therapy (SALT) Service or Educational Psychology (EP).

If we continue to have concerns you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

The second level of support would be through an Education, Health and Care Plan.

For children who have needs that will routinely require specialist support beyond the level the school alone can provide, we may apply for an Education Health and Care Plan

The plan is legal recognition that your child has significant additional needs and requires support services to provide additional intervention. It also attracts a small level of funding from the local authority.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. After a request to the Local Authority has been received, the Local Authority will decide whether they think your child's needs, seem

complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already provided.

If the Local Authority agrees your child's needs are severe, complex and long term they will issue an EHC Plan. If this is not the case, they will ask the school to continue with the support in place or make additional suggestions.

The EHC Plan will outline the needs and strategies that should be put in place to ensure success for your child. It will detail long and medium term targets and the desired outcomes for your child.

For further information on the process of applying for, and how an EHCP works please visit the czone site of East Sussex County Council.

How can I let the school know I am concerned or have a complaint about my child's progress in school?

- If you have concerns or a complaint about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed effectively and that your child is still not making progress you should speak to the SENCO.
- If you are still not happy, you can speak to the Headteacher or the Governor responsible for SEND.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, or the school has other concerns the class teacher will set up a meeting to discuss this. If appropriate this meeting will involve the SENCO.

Who are the other people providing services to children with an SEN in Phoenix Academy?

We can ask for support from a range of other support services including-

- Speech and Language Therapy
- Educational Psychology
- Early Help Keyworker Service
- Attendance Support Services
- Behaviour Support Service
- School Nursing Team
- Camhs

How are the teachers in school helped to work with children with an SEND and what training do they have?

The school employs a SENCO who will support and advise teachers on planning work for children with SEND. The school also has regular training for staff to improve the teaching and learning of all children, often specifically focussed on SEND. Individual teachers and support staff also attend training courses outside school as required that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, to ensure that every child's needs are met.

Specific resources and strategies may be used to support your child individually and in groups.

Planning and teaching could be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by the class teacher. Progress is reviewed formally every term and a level given in reading, writing and maths.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

The progress of children with a statement of SEND with an EHC Plan is formally reviewed at an Annual Review. All adults involved with the child's education are invited to attend the Annual Review and the children are asked to make a written submission.

How is Phoenix Academy accessible to children with SEND?

- Currently, the school building is not fully accessible to children with physical disabilities. Parts of the building are on two levels with internal stairways. Should a child with a disability enrol in our school, appropriate accessibility arrangements will be put in place.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND including PE, dance and football.

How will we support your child when they are moving on to another class or leaving this school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Transition into school:
 - Any family can request a tour of the school for prospective new children with SEND. School will meet with parents/carers and the child to discuss needs.
 - If applicable, transition meetings can be arranged with the child's previous school/setting to inform of needs or special arrangements.
 - If appropriate, additional visits or staggered starts can be arranged for children with SEND.

- If/when your child moves to a new school (including secondary transfer):
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - Your child will be involved in transition visits as necessary and available from the receiving school.

- When moving classes in school:

Information will be passed on to the new class teacher and any Support Plans/Provision Maps will be shared with the new teacher.

What support do we have for you as a parent of child with an SEND?

- For arrangements for admission of disabled pupils, please see the ESCC Admissions Policy on the czone website.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Where can parents/carers find further support or information?

If you have any questions please ask the school or visit the East Sussex County Council webpage called 'czone'. This page has all the information parents could need on SEND provision and access to services.