



SEND Information Report

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Consultation required:	Director of SEND
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TYPES OF SPECIAL EDUCATIONAL NEEDS THAT ARE PROVIDED FOR

The Pingle Academy will make reasonable adjustments for students within the broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical

We welcome students with physical disabilities provided that the site is suitable. However, we advise parents/carers of children with special educational needs or physical disabilities to discuss their child's requirements with the SEND Faculty before an application is made so that we can ensure the provision is adequate. Please refer to our Accessibility Plan for information about how we have made our academy accessible to students with disabilities. The Accessibility Plan also sets out the steps we have taken to ensure students have reasonable adjustments so that they are not treated less favourably than other students. Our Medical Conditions Policy, also outlines our provision for students with medical conditions so they are not disadvantaged.

ARRANGEMENTS FOR SUPPORTING STUDENTS WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY

Looked After Children (LAC) and previously Looked After Children are significantly more likely to have Special Educational Needs and Disabilities (SEND) than their peers. Of those with SEND, a significant proportion will have an Education, Health Care Plan (EHC Plan). In these circumstances the Head of the Virtual School should ensure that all children with statements should have their education, health and care needs assessed by their Local Authority and, where appropriate, be issued with an EHC Plan, as required under Part 3 of the Children and Families Act. 33.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 Years, as it relates to Looked After Children, is followed for Looked After Children, so that their EHC Plan works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the child's needs are being met. Professionals should consider how the EHC plan adds information about how the education, health and care needs will be met without necessarily duplicating information already in the child's care plan. Equally, the child's care plan should be fed into the care assessment section of the EHC Plan; and any special education support provided by the schools for Looked After Children with SEND but who do not need a EHC Plan, is looked at as part of the child's PEP and care plan reviews, involving Special Educational Needs and Disability Co-ordinators (SENDCos) where necessary.

Some children have undiagnosed special needs when they start to be Looked After. As part of the PEP process, there should be a robust arrangements in place to ensure

the SEND are addressed through the SEND framework as soon as possible. For previously Looked After Children, the SENDCo, class teacher, designated teacher and specialists should involve the parents when considering support to their child's progress. They should agree with the outcomes to be achieved through SEND support, including a date at which the progress will be reviewed. Head of the Virtual School may be invited to comments on proposed SEND provision. Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEND, the Authority must have regard to the need for support and help them to achieve the best possible education and other outcomes.

For children and young people beyond Year 9 (13-14) with EHC Plans, Local Authorities have the legal duty to include provision to assist in preparing for adulthood in the EHC Plan review. In line with both these duties and the corporate parenting principles, the Head of the Virtual School should encourage high aspirations for children, focusing on their strengths, capabilities and the outcomes they want to achieve.

PRINCIPLES FOR IDENTIFYING STUDENTS WITH SEND AND ASSESSING THEIR NEEDS

Within The Pingle Academy, the needs of a student are identified by considering the needs of the whole student, not just the special educational needs.

- All students undergo entrance assessments.
- Subject teachers make regular assessments of progress for all students. From this, the academy is able to identify students making less than expected progress given their age and individual circumstances. Members of staff make referrals when there are concerns about a student's work, in line with the graduated approach.
- Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and eligible for the Pupil Premium.
- Following regular data analysis, disparities between scores and underachievement in tests can trigger individual diagnostic testing by a member of the SEND Faculty on an individual basis.
- The SENDCo regularly meets relevant members of staff to discuss students who are underachieving and may need additional support to help them reach their potential.
- Parents/carers are always welcome to raise concerns with their child's Form Tutor in the first instance. Following some investigation this may lead to the involvement of the SEND Faculty.
- A member of the SEND Faculty will contact the parents/carers of all students who are referred to them and will keep parents/carers informed of the results of any assessments that have been conducted and advise them of any additional support that has been put in place or will be required.

- The SEND Faculty will review the student and decide on the most appropriate process for referral.
- The SENDCo may recommend:
 - a request for additional funding to support adjustments to the provision (this may be for additional equipment or adaptations to facilities)
 - a SPOA (Single Point of Access referral)
 - a formal assessment by an Educational Psychologist, medical practitioner or other specialist as appropriate.
- Consent of all parents/carers with Parental Responsibility is required to access the Educational Psychology Service and some other services.
- Following any formal assessment, the parents/carers should provide a copy of the report to the SEND Faculty. A member of the SEND Faculty will then invite parents/carers for a meeting to discuss the findings of the report and the next steps available to support their child, acting on any recommendations.

ARRANGEMENTS FOR CONSULTING PARENTS OF STUDENTS WITH SEND AND INVOLVING THEM IN THEIR EDUCATION

The academy is committed to working closely with all parents/carers and recognises that they have skills and insights about their children which can help to improve planning and provision.

Parents/carers with concerns are welcome to request a meeting via the Form Tutor, Progress Leader, Family Support Team or SEND office. Parents/carers are invited to review their child's Student Support Profile (SSP) annually and the SENDCo will be available at Parents'/Carers' Evening to discuss a child's progress. Additional updates and consultations will happen as required.

Parents/carers play a key role in enabling their children to achieve their potential. They are responsible for:

- Informing the academy about any specific needs their child may have upon entering the academy.
- Informing the SENDCo and allowing information to be shared if any need is investigated during their child's time at the academy.
- Providing copies of formal assessments or reports written by the previous school, any specialists or outside agencies.
- Allowing initial assessment to take place within the academy.
- Participating in sympathetic and positive discussion in relation to their child's difficulties, attainment and progress.
- Supporting their children by working with them at home, attending meetings as required and informing the academy of any problems that may arise.

ARRANGEMENTS FOR CONSULTING STUDENTS WITH SEND AND INVOLVING THEM IN THEIR EDUCATION

Students with SEND all have a SSP which is written in consultation with them. The Pingle Academy has high expectations of all students and encourages students to take greater responsibility for their learning journey, as they mature. Through age appropriate methods, students are involved in identifying areas for support and in agreeing their targets. Students' views are sought and their contribution forms the basis for their support. Students are asked to reflect upon their attitude to learning and the barriers to making academic progress when SSP reviews are conducted and their views are recorded.

Student views and questionnaires are completed for the EHCP annual review process.

ARRANGEMENTS FOR ASSESSING AND REVIEWING STUDENTS' PROGRESS TOWARDS OUTCOMES, INCLUDING THE OPPORTUNITIES AVAILABLE TO WORK WITH PARENTS/CARERS AND STUDENTS AS PART OF THIS ASSESSMENT AND REVIEW

Your child's progress is continually monitored by their subject teachers, Heads of Faculty, Progress Leaders (formerly Heads of Year) as well as the SENDCo. Progress is reviewed at regular intervals and formally four times per academic year. If your child is at SEND Support or has an EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to subject teachers at a Parents'/Carers' Evening. The progress of students with an EHC Plan is formally reviewed at an annual review.

The SENDCo will also monitor that your child is making good progress in any 1:1 or small group work.

All SSPs are reviewed at least annually and always following specialist assessment/upon receipt of reports from professionals.

Parents/carers are encouraged to inform the academy staff about how well their child is progressing in different settings. They are also encouraged to attend Parents'/Carers' Evening with their child.

Parents/carers have the option to use our online parental communication platform through Edukey, which facilitates efficient contact with appropriate staff.

Academy teachers are committed to the holistic development of all their students. Information is supplied to all staff through the SEND Register on the Staff Portal and Student Support Profiles (SSPs) located in our EduKey Provision Mapping software, which is updated on a regular basis. Teachers are responsible for:

- The academic progress of your child, to include setting targets as required.
- Identifying and reporting concerns and where necessary completing a SEND referral.
- Planning and delivering the curriculum for your child in class, differentiating as necessary.

- Personalised teaching and learning for your child, within the remit of reasonable adjustments.
- Ensuring that the academy's SEND Policy is followed in their classroom
- Evidencing the use of the graduated approach model of assess, plan, do, review.

WHAT SUPPORT DO WE PROVIDE FOR YOU AS A PARENT/CARER OF A STUDENT WITH SEND?

- Subject teachers, form tutors, Heads of Faculties, Progress Leaders (formerly Heads of Year), SENDCo, and Behaviour/Pastoral Support Managers are available to discuss issues, as appropriate to their roles in the academy.
- Meetings with outside professionals where and when appropriate
- Parents'/carers' evenings
- Year information evenings/open evening
- Signposting parent/carer support groups
- Access to SENDIASS – SEND Information, Advice and Support Services (formerly Parent Partnership Services)
- Opportunities to attend PTFA (Parents, Teachers and Friends Association).

ARRANGEMENTS FOR SUPPORTING STUDENTS IN MOVING BETWEEN PHASES OF EDUCATION AND PREPARING FOR ADULTHOOD

Entry into Year 7

The Year 7 Progress Leader and SENDCo will visit your child's primary school to build a holistic picture of your child, to include assessment data, strengths, details of previous support, and to prepare your child for a positive transition into Year 7. This may include additional visits to discuss your child and also parent/carer meetings. In some instances, additional testing is indicated and your permission will be sought if necessary. Primary Headteachers or a representative is invited into the academy to share relevant information about your child.

Your child may be invited to take part in enhanced transition, which includes visits and activities with designated members of staff to support their integration into Year 7.

Your child will attend a day in the academy with the rest of their year group and have the opportunity to meet staff. Parents/carers will also be invited to a Year 6 intake evening where you will have the opportunity to meet your child's form tutor and other key members of staff.

You will be invited to contribute to a parent questionnaire to provide us with additional information you would like to share with staff.

If a child has an EHCP, it is appropriate to invite the SENDCo to your child's Year 5/6 annual review, even if you are still considering the final placement school.

If additional funding is required from the LA to meet your child's needs you will be invited to discuss this and outline what provision may be suitable.

Teaching staff are provided with the full list of transition information to assist them in preparing for your child's start in the academy.

Transition from Key Stage 3 to Key Stage 4:

The Pingle Academy has high aspirations for all students and gives a range of guidance to ensure that students choose the most appropriate courses for them.

- Your child will be given an option booklet and will attend assemblies where information regarding the different courses will be given.
- There is an Options Evening for all parents/carers to inform them about options and courses available.
- There will be the opportunity for you to discuss options with your child's subject teachers at Year 9 Parents'/Carers' Evening.
- SENDCo and Leadership Team members will meet with identified students to discuss and give guidance for options choices.
- If your child has an EHC Plan, there will be a careers advisor at the Year 9 annual review.
- During Year 9, identified students will be considered for eligibility for examination access arrangements.

Transition from Key Stage 4 to Key Stage 5 and liaison with alternative provider:

- During Year 10, your child will have the opportunity to take part in a work experience placement.
- Identified students will be invited to attend a careers fair.
- During Year 10, identified students will be assessed for eligibility for examination access arrangements.
- Discussions about different pathways are held at annual review meetings for students who have a statement/EHC Plan.
- Impartial information, advice and guidance is available through our external provider.
- Students in Year 11 will have taster/transition days for Key Stage 5 placements.

Transition from Key Stage 5 to further study/employment:

- The Head of Sixth Form gives guidance and advice about different pathways available and support for students with SEND at university.
- The Head of Sixth Form liaises with higher education providers to ensure any additional needs are met post-18.

We aim for students leaving The Pingle Academy to move on to any Further Educational establishment of their choice. Any additional provision that has been put in place to support a student will be shared with the next setting and reports are shared with the permission of parents/carers. The SENDCo will also pass on any other documentation, with permission from parents/carers, when requested to do so by other educational establishments.

Mid-Year Entry

Where a place is available, a student will be assessed upon entry through an induction day. This supplements additional information sought from the previous setting. Parents/carers are responsible for providing the academy with all available information, including but not limited to progress reports, attendance information, and any report or guidance from assessment by a specialist.

Induction days are scheduled and an expected start day agreed. This provides time for the academy staff to prepare to meet the child's needs from the point of entry and respond to the entrance assessment scores. It may in some instances be necessary to request additional assessments.

Alternative Arrangements

The Pingle Academy works with external agencies and alternative provisions; in these instances it may be appropriate to create a bespoke induction package. When a child has had an extended absence an integration package may also be appropriate.

APPROACH TO TEACHING CHILDREN WITH SEND

The Pingle Academy realises that a child makes the most progress when exposed to quality first teaching. Students remaining in class with access to a specialist teacher and peer support is our priority, to ensure every student reaches their potential. Subject teachers are able to differentiate their lessons and implement SSP strategies.

Where a student is identified as having SEND, the academy will seek to remove barriers to learning to include the child in the classroom. We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents/carers are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by telephone consultations, electronically and through meetings (including scheduled Parents'/Carers' evenings). A Student Support Profile (SSP) is made available to all staff and is an active document.

All SEND support will take the form of a four part graduated approach cycle:

- Assess – the broad area of need to identify the barrier to progress.
- Plan – all staff are responsible for planning to allow access to the curriculum.
- Do – differentiation/adjustments/interventions/support will be delivered.
- Review – the effectiveness of the 'Do' will be reviewed regularly through EduKey.

The Pingle Academy approach to SEND, once identified, is graduated as follows:

Wave 1: Reasonable classroom adjustments/differentiation for students with recognised SEND.

Wave 2: Small group interventions to target key skill areas in specific aspects.

Wave 3: Support lessons for specific learning needs (privately funded) to suit the needs of the students, based on information gained through assessment data and class performance.

HOW ADAPTATIONS ARE MADE TO THE CURRICULUM AND THE LEARNING ENVIRONMENT OF STUDENTS WITH SEND

All students follow the curriculum, with the aim of all students progressing to GCSEs or a suitable alternative.

Support and interventions cover the four broad areas of need and are reflective of our cohort and/or an individual. Where appropriate, students with SEND have access to a range of interventions and support for them to access lessons in the mainstream setting.

Where additional funding is sought and successfully granted, students may also have access to ISAs.

Inclusion Support Assistants (ISAs) AND Teaching Assistants (TAs): ISAs/TAs support students in lessons as well as working with individuals and small groups.

ISAs/TAs are responsible in the first instance to the SENDCo or Head of ERS. They are also responsible for:

- Working co-operatively with teachers to support the learning and progress of students.
- Carrying out duties as assigned by the class teacher, Head of Faculty, Progress Leader or SENDCo/Head of ERS.
- Supporting students to access as much of the lesson as possible.
- Encouraging students to become independent learners.
- Removing barriers to learning.
- Fostering co-operative working and facilitating the development of friendships, to support students in the development of their social, communication and life skills.
- Reporting concerns promptly to the SENDCo.

- Recording relevant information in a timely manner.
- Liaising with and supporting parents/carers as necessary.

ISAs/TAs may also carry out duties as assigned by the SENDCo/Head of ERS to support students with physical needs and perform routine tasks such as:

- Organising and running 1:1 or small group interventions.
- Contributing written advice to annual reviews.
- Monitoring progress of students.
- Preparing case studies.

ISAs/TAs may be given specific responsibility for particular intervention programmes. A record is kept of the work/progress for each student including baseline and regular test results.

THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT STUDENTS WITH SEND, INCLUDING HOW SPECIALIST EXPERTISE WILL BE SECURED

Members of the SEND Faculty are qualified and experienced in teaching students of wide ranging abilities. Teachers provide quality first teaching which is differentiated to suit the needs of the students in their class and receive support from the SEND Faculty.

At The Pingle Academy we are committed to providing individual and group training to all staff as required, and to keeping staff informed of any changes in legislation or procedures to facilitate good practice.

Members of The SEND Faculty provide training for teachers as follows:

- Advising teachers on the specific difficulties of students, their profiles of strengths and barriers to learning, including teaching strategies to support them in the classroom.
- Providing induction for new teachers/ITT students.
- Providing whole Academy INSET.
- Providing individual training as needed.

In addition, members of the SEND Faculty attend specialist courses, as appropriate, to ensure their practice remains up to date and is informed by the most recent developments in the field of SEND. These may include, but are not limited to:

- Attending courses to update information regarding exam access arrangements.
- Attending the annual NASEN Conference.
- Attending other courses as relevant.
- Attending regional SENDCo meetings to share and exchange good practice in independent academies.

EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR STUDENTS WITH SEND

At The Pingle Academy we make best endeavours to evaluate the success of provision, including:

- Consultation with subject teachers regarding the recommendations of the SEND Faculty and outcomes.
- Consultation with and involvement of parents/carers and students.
- Review of provision through EduKey, based upon defined success criteria.
- Review of targets through EduKey, based upon defined success criteria.
- Analysis of outcomes and close liaison with faculties and Progress Leaders.

In evaluating the success of provision, faculties are able to refer to the following:

- Progress made on targets agreed with the student.
- Progress made with support compared to MIDYIS scores and classroom assessments.
- Effectiveness of INSET delivered and of lesson observations and feedback.
- Comparison of examination results before and after interventions.
- Review of target grades and highlighting value added for GCSE and A-Level results.
- Effectiveness of the three wave approach and how this supports teachers and students.

Given that teaching is a matter for the whole academy, it is not always possible to measure students' progress in the SEND Faculty in quantifiable terms. However, the above provides a non-exhaustive list of the ways in which the faculty is able to evaluate our success.

HOW STUDENTS WITH SEND ARE ENABLED TO ENGAGE IN ACTIVITIES WITH STUDENTS IN THE ACADEMY WHO DO NOT HAVE SEND

Inclusion is fundamental to The Pingle Academy. All students are expected to access and partake in all activities. Staff make reasonable adjustments by providing suitable resources and differentiating work according to the needs of the student.

SUPPORT FOR IMPROVING SOCIAL AND EMOTIONAL DEVELOPMENT, INCLUDING EXTRA PASTORAL SUPPORT ARRANGEMENTS FOR LISTENING TO THE VIEWS OF STUDENTS WITH SEND AND MEASURES TO PREVENT BULLYING

In the first instance, the Form Tutor will support students who may have a social and emotional need or in any instance of bullying.

Every year group has a pastoral lead known as a Progress Leader, who works closely with Form Tutors and the team of Family Support Workers, to ensure the best possible care for the students in their year group.

HOW THE ACADEMY PROMOTES AND INSTILLS POSITIVE MENTAL HEALTH AND WELLING WHILST DEVELOPING STUDENTS' RESILIENCE SKILLS

Promoting good mental health and wellbeing is showcased through our leadership and management. Leaders support and champion efforts to promote emotional health, resilience, and wellbeing through six starting statements, which then lead into the development of resources, working partnerships, curriculum improvements and community links.

Statements:

- 1) An ethos and environment that respects and values diversity
 - Academy standards/expectations for teachers and students
 - Community links with Youth for Christ (who hold a weekly prayer group)
 - School Chaplain
 - Instilled sense of belonging and inclusivity through community, uniform, shared values
 - Welfare and wellbeing policy
 - Working towards goals and celebrating success
 - Curriculum based lessons on diversity, respect, values, in PSHE/RE
 - Outside speakers in assemblies and lessons
- 2) Curriculum and teaching and learning to promote resilience and support social and emotional learning
 - Inclusive PSHE lessons throughout the Key Stages
 - Form time activities developed to promote resilience
 - Outside speakers invited in to lessons and assemblies on a wide range of subjects
 - Workshops developed for students on safeguarding issues, welfare issues and environmental issues (for example, 'Chelsea's Choice')
- 3) Enabling student voice to influence decisions
 - Peer mentors
 - Student panel for all interviews of teachers and LSA
 - Anti-bullying group
 - Prefects
 - Student voice through regular consultation
 - Student voice through annual survey

- 4) Staff development to support their own mental wellbeing and that of their students
 - CPD
 - Mental health library
 - Development of academy policies
- 5) Identifying need and monitoring interventions
 - Intervention team, both academic and social/emotional
 - English, reading, maths interventions
 - Mindfulness, Anger Gremlin, Emotional Literacy interventions
 - Listening ear
 - Therapy dog
- 6) Working with parents and carers to target support and make appropriate referrals
 - Referrals to partner agencies
 - Parent/carer workshops
 - Mental health library
 - Regular contact with parents and carers via phone and email
 - Meetings with parents/ carers

HOW THE ACADEMY INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS IN MEETING STUDENTS' SEND AND SUPPORTING THEIR FAMILIES

Additional support may be accessed through the LA/Health Service:

- Link to Derbyshire County Council local offer:
www.derbyshire.gov.uk/education
- Speech and language therapy
- Occupational therapy
- Early help team
- Support Services for the Hearing/Physically/Visually impaired
- Derbyshire Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Academy nurse
- Physiotherapy Service
- Educational Welfare Officer

ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS/CARERS OF STUDENTS WITH SEND ABOUT THE PROVISION MADE AT ACADEMY

Complaints Procedures

- If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint using the trust's complaint procedure.
- Any issues that remain unresolved at the first stage will be managed according to the trust's complaints procedure. This is available on the academy website.

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