



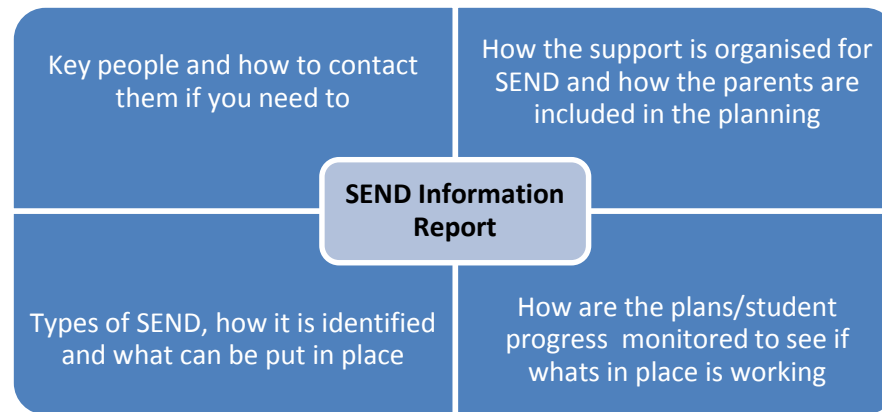
Passmores Academy

SEND Information Report 2019

Introduction

In 2014 the government issued a new **SEND Code of Practice**. All schools now are asked to outline their support for students with a Special Educational Need/Disability in a yearly report which available on the school's website. It is really important that everyone is able to get an understanding of what's on offer for SEND students in our school and any feedback and advice to make it better will be much appreciated

What kind of information is in the report?



Accessibility

- Most laptops and all IPADs have ways of making typed reports easier to access through a computer reader, larger text etc.). Please ask if you would like help with this.

1. How we make sure everyone is involved in how SEND Support is organised in our school

- We have a whole school approach to organising additional support. With Inclusion at our heart every member of staff, from our cleaners to senior leadership are part of that support network. Their views and ideas are warmly received and acted upon by the Inclusion Team.
- We work closely with parents who are involved in One Planning and who are given regular opportunities to give their views.
- At the centre of all support organisation is the child. We work with the student to identify what works for them and to communicate this through their Access Plans.
- We recognise that additional support can take many forms and approach this innovatively. We draw from the skills and strengths of our whole team to organise support.

Keeping students safe

Passmores is an anti-bullying school Peer supporters/prefects are dotted around school and the building has been designed to aid adult supervision. Mr King Co-ordinates the school's internet safety policy and all staff have been trained through the 'Prevent Strategy' programme to recognise those at risk from radicalisation. Every member of staff has been trained on safeguarding best practice and follow set protocols for reporting concerns. A robust pastoral system is in place.

2. How we involve young people with SEND in their education and find out what is important to them?

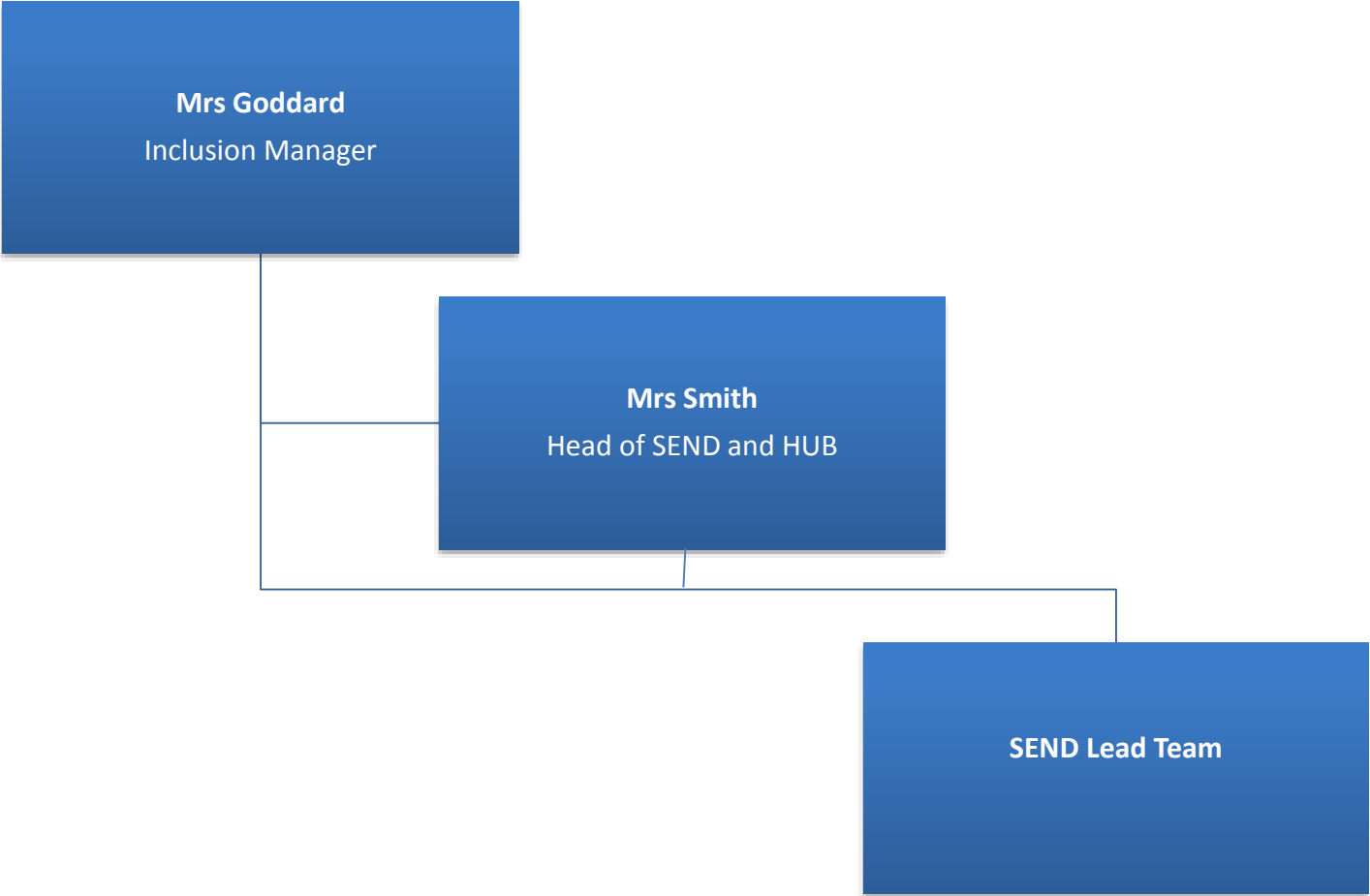
- Through our child centred system we spend time with our students finding out their views on what's going well, any concerns they have and their hopes and aspiration for the future. We use a variety of methods/ communication tools depending on what they prefer and how they communicate best.
- Students are invited to all review meetings and are encouraged to give their views on 'what's working well or not working well' for them. These views are used as a basis for identifying what they want to achieve (outcomes) and planning their support (provision). When their **One Plan** is working well we have smaller provision review meetings unless there are lots of outside agencies/professionals involved.



Our main way of supporting students to communicate their needs is through their Access Plan. This is written with the student to communicate with teachers.

3. Who co-ordinates the SEND Support in your school and how is the department organised?

The Inclusion Manager is Mrs Goddard and the Head of SEND is Mrs Smith, assisted by the SEND Leads. All can be contacted by telephone on 01279 770800 or by email which can be found on the school website.



4. What to do if you want to complain about anything



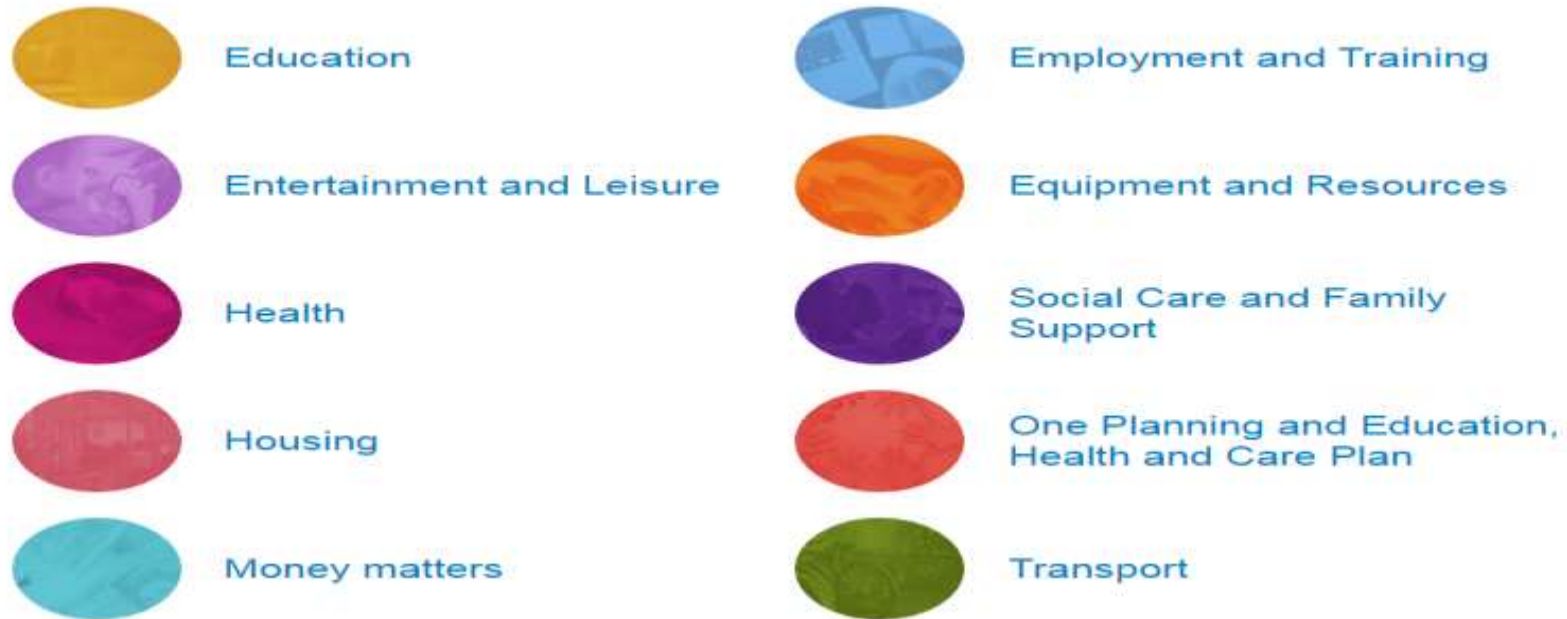
We hope to work in partnership with our parents to make sure all is working well in between the termly provision review meetings. However, if you have concerns your first point of contact is always the SEND Lead for your child. If you feel things are not working well in a particular subject, you can email the teacher directly and all the teaching staff emails are on the school website.

Mr Goddard is available to speak with parents and the Governor for SEND is Mr Christopher Guyton. Should none of these stages resolve your complaint then you may wish to the West Essex Statutory Assessment Service and our SEND Caseworker is Jennifer.Scarbrough@essex.gov.uk Tel.03330139911.



5. Where you can find out what other support is available outside of the school's offer

The **Essex Local Offer** provides information on services and support available in the area and can be found on the following link: <http://www.essexlocaloffer.org.uk/>



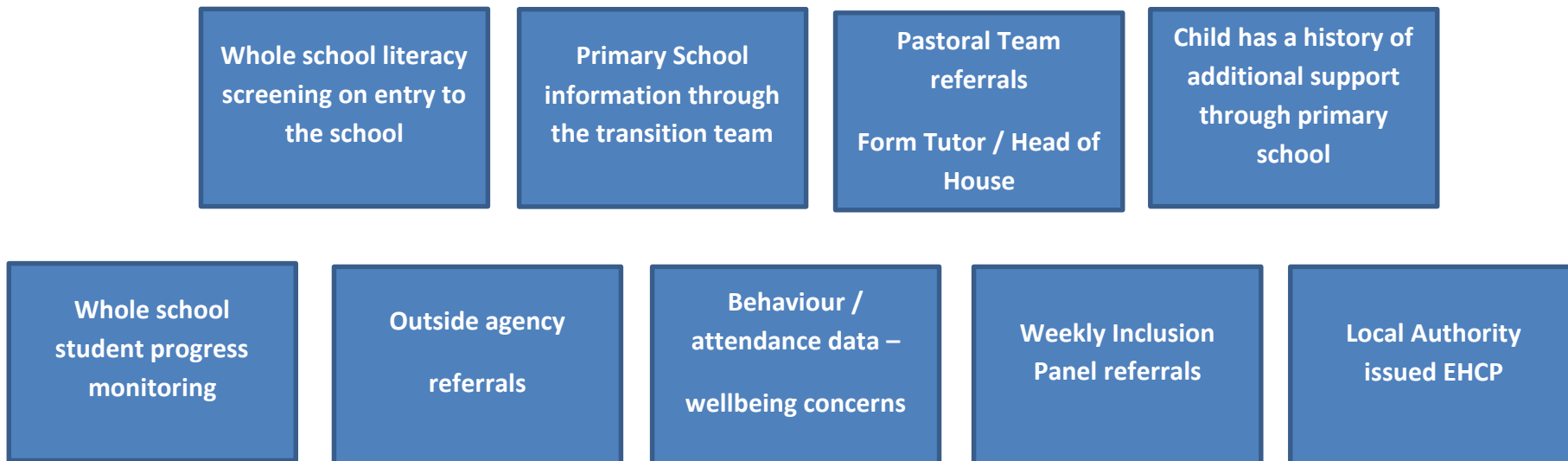
6. How we identify young people as having a special educational need

Section 20 of the Children and Families Act 2014 defines a child as having Special Education Needs and /or disability (SEND) if he or she ‘has a learning difficulty or disability which calls for special education provision to be made for him or her.’

A child is considered to have a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

The main ways we identify young people are shown below



7. What SEND support we currently provide in our school

Waves of Intervention Model



Special Needs Waves of Intervention Model

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

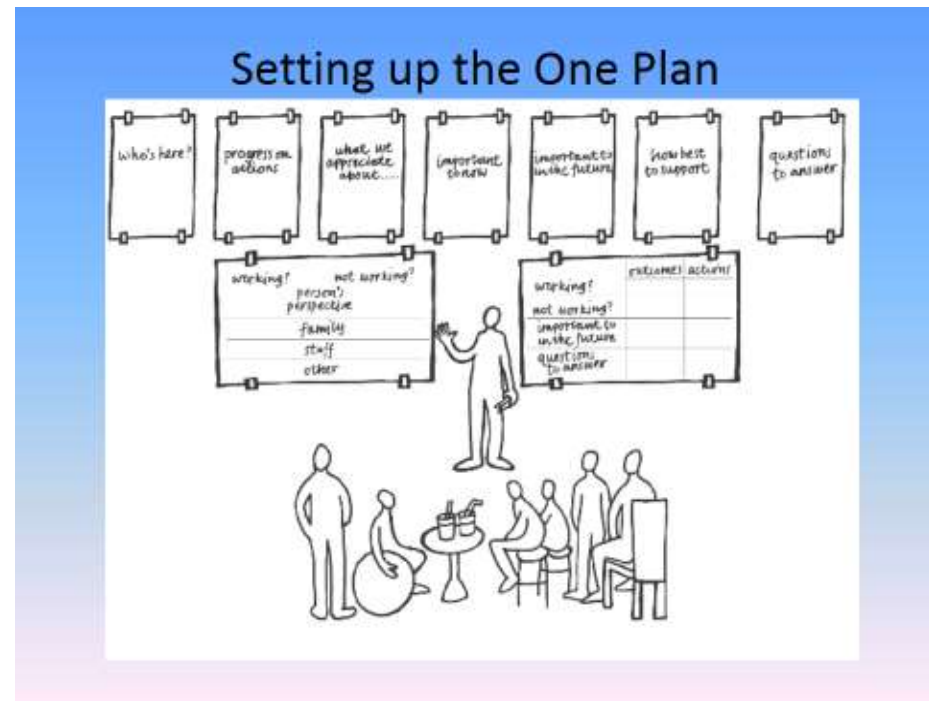
| Wave 1 (whole class) | Wave 2 | Wave 3 |
|--|---|---|
| | All of Wave 1 plus: | All of Wave 2 plus: |
| Accelerated Reading programme (Years 7 & 8) | IDL Literacy programme | Bespoke reasonable adjustments as required |
| Spellzone (Years 7 & 8) | Maths overlearning | Additional shared support in class |
| Pastoral support | Support with planning and organisation | Additional provision as laid out in EHCPs individual to that child. |
| Homework club | Precision monitoring | |
| Lunchtime club | Shared in-class support for core subjects | |
| Whole school literacy screening (Year 7) | Access to STEP team supported lunchtimes | |
| Access arrangements as a usual way of working | Small adjustments such as time-out cards | |
| Break-time club | | |

8. How is the level of SEND Support agreed and reviewed with young people and their parents

Level of Need and relevant SEND Plan

- Education Health Care Plan – high level of need
- One Plan for those on SEND Support – student need is additional or different

The Graduated Approach to planning.....



Information is gathered from the student, the parents, teachers, and sometimes outside agencies. All assessment data and screening tests are used to identify the main areas of needs and agreed **outcomes** for the plan. Everyone at the meeting agrees the type and level of support/intervention. The One Plan is reviewed three times a year to see what's working well or not working and needs changing.

9. How we train and support staff to meet the needs of our SEND students?

Teaching staff are constantly updating their skills through a programme of continuing professional development (CPD) delivered on training days and after school sessions. All school staff have had training in Autism awareness, safeguarding and new teaching staff complete a comprehensive Induction Programme which includes a SEND element.

Our in-house training for co-educators focuses on enabling best practice such as Autism awareness and Meeting Individual Needs. Co-educators are consulted about their training needs and have benefitted from high calibre training to support English GCSE. A manual has been created and provided to enable confidence in technical language. The team are encouraged to identify challenges they face in their support and highlight these to the Head of SEND as key foci for next steps training. This year (2019), the main focus for training has been best inclusive practice.

10. Where you can find our school's SEND policy and how do we monitor its effectiveness?

Our SEND Policy can be found on the school website. We get feedback from students, parents and teachers and constantly strive to make all documents as accessible to all as possible. The Head of SEND evaluates the progress of students by their type of SEND which identifies particular areas of need and pinpoints where resources may need to be deployed.

11. How we allocated SEND resources and equipment

It is important to note that we pool all our resources including co-educators and allocate support based on identified need. Resources are not linked to any particular diagnosis (apart from the Hub) and each student's provision is allocated on an individual basis and agreed with parents. The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment. We use a range of equipment/facilities to support our students and the school site is fully accessible to wheelchair users. Other equipment is provided through our specialist teacher team which students borrow while they attend our school.

12. How we access specialist advice and which specialists come into our school

All students with an EHCP receive either a final visit or telephone consultation from the Specialist Teacher Team in year 7. A referral to an outside agency for specialist support can happen at any time but tends to be agreed during One Plan Meetings. The waiting lists for the Child Development Clinic, Communication Disorder Assessment Clinic, Emotional Wellbeing services and Educational Psychologist are long. Once referred, we may be supported by the following outside agencies:

| | | | |
|--------------------------|---|-----------------|------------------------|
| Specialist Teacher Team | Speech and language Therapist | Physiotherapist | Occupational Therapist |
| Educational Psychologist | ADHD Nurse through the Child Development Clinic | | School Nurse |

13. How we help young people with SEND transfer with confidence to our school

Passmores has a highly skilled KS2 to KS3 transition team made up of key pastoral and Inclusion staff, led by Miss Cunningham. Mrs Laver manages the transition arrangements for all students with an EHCP and where Passmores has been named as the receiving school, attends year 6 EHCP Review meetings so we can get our One Planning into place. Mrs Laver and the receiving co-educator team support students on transition days providing opportunities for new students to meet other new year 7's and key staff.

In addition, partnership agencies such as Harlow College and specialist teachers attend KS4 EHCP reviews to enable a smooth transition on leaving school. Life skill outcomes are identified in the Year 9 Transitional Review.

14. How we prepare young people with SEND for adulthood

All our students access a Personal, Social, Health programme through the 'I future' curriculum and all students access our award winning careers programme. We have a careers advisor on site to support students with their options and future transitions. The careers programme for all Passmores students includes taster days to college, Post 16 option evening (SEND options workshop) road shows, work experience and personalised transition plans for our Foundation Learners.

All students with an EHCP have a 'preparation for adulthood' focus to their annual review but the One Planning process identifies a student's aspirations from Year 7. In Years 9 to 11 some students' development is enhanced through a life-skills programme using ASDAN, cooking and vocational pathway options. There is a focus on functional literacy and numeracy skills which are delivered in a practical way.

The Passmores Local Governing Body approved this report on 14th May 2019 and the decision was ratified by the Trust Board on 23rd May 19. The report will be reviewed at least annually.