

SEND Information Report Academic Year 2020/21

Evolve Academy

Jessica Foster (SENCO/Assistant Head)

Table of Contents

The kinds of SEN that are provided for	2
Identifying pupils with SEN and assessing their needs.....	2
The graduated approach will be followed such that:.....	3
Consulting and involving pupils and parents.....	3
Assessing and reviewing pupils' progress towards outcomes.....	4
Supporting pupils moving between phases and preparing for adulthood.....	4
Our approach to teaching pupils with SEN.....	4
Adaptations to the curriculum and learning environment.....	5
Expertise and training of staff	5
Evaluating the effectiveness of SEN provision.....	6
Support for improving emotional and social development.....	6
Working with other agencies.....	6
Complaints about SEN provision.....	7
The local authority local offer.....	7
Monitoring arrangements.....	7

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

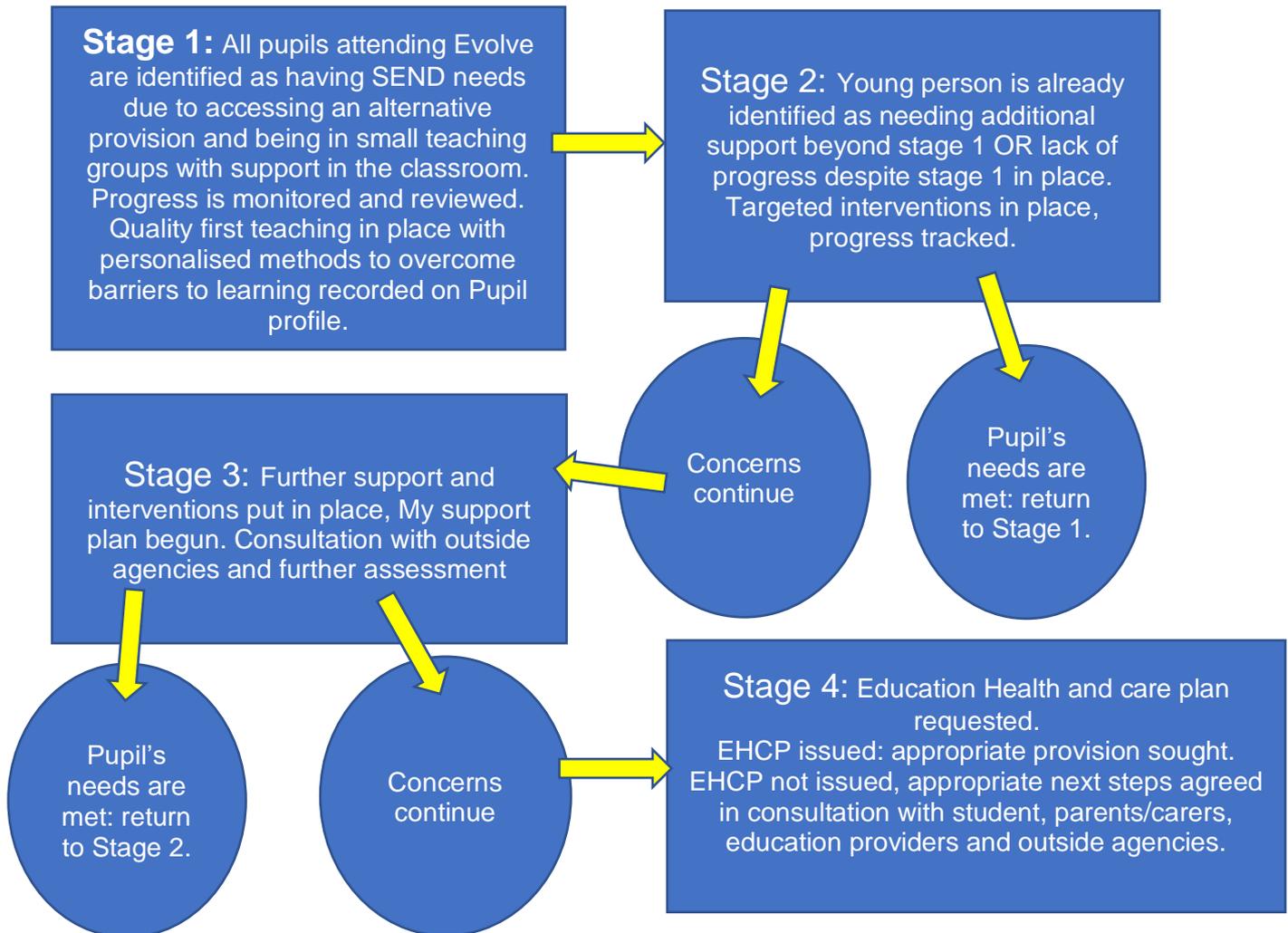
Pupils can be referred to Evolve through the single point referral process. The inclusion panel meet bi-weekly to discuss each individual referral and where would best suit the young person based on needs. Due to the nature of our provision, all students are identified on the SEND register as we recognise that our offer is beyond wave 3 at mainstream. At Evolve, we will always consider the views and the wishes of the pupil and their parents. We will use this alongside robust assessment to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will make regular assessments of progress for all pupils and identify those who are:

- Significantly delayed in progress than that of their peers starting from the same baseline
- Failing to match or better the previous rate of progress
- Failing to close the attainment gap between them and their peers, despite differentiation.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

The graduated approach will be followed such that:



Consulting and involving pupils and parents

We will have an early consultation with the pupil and their parents when identifying any additional needs. These consultations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need;
- We take into account the parents' and pupil's concerns, aspirations and desired outcomes and they are the centre of all we do.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these consultations will be added to the pupil's record and shared with all relevant parties.

- We will always seek consent from parents and when planning any additional support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs and is responsible for progress and development of all pupils they teach. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Students will be introduced to their next destination slowly and supported throughout by a key adult.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Our initial emphasis is Quality First Teaching with a clear aim to inform staff and aid them in delivering the curriculum to the highest quality. This is our first step in responding to pupils who have SEN. This will be different and scaffolded in different ways to suit the needs for individual pupils.

Where specific needs are identified we will also provide the following interventions:

- Nurture in response to Boxall profiling.
- Self regulation in response to SDQ (Strengths and difficulties questionnaire) or Boxall.
- The school have bought into Lexia which will provide a baseline for phonics and reading and lead to focused interventions.
- Working Memory.
- Lego therapy as part of nurture interventions.
- ELSA
- DCD/ Dyspraxia intervention.
- Pre/Post teach.
- Speech and Language/ Communication and interaction.
- At Evolve we aim to gradually widen our offer and upskill our staff further. Those interventions above in green are already in place. The introduction of the others and more form part of the development plan.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Personalising our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing reasonable adjustments according to needs such that internal and external barriers to learning can be overcome.
- Adapting the environment in order that it is physically accessible and appropriate for all.

Expertise and training of staff

Our SENCO has 5 years experience in a SENCO role and has worked as Deputy Director of Learning for SEND and Head of Maths. She holds the NASenco qualification and has worked in Education for 16 years.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision and specific interventions as appropriate.

In the last academic year, staff have been trained in ELSA, Lego Therapy, nurture, Restorative practice and self regulation. More training on further interventions forms part of the SEND Development plan.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks.
- Using pupil questionnaires
- Monitoring by the SENCO
- Staff feedback
- MSP/ EHCP reviews
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Ensuring baseline and follow up testing is meaningful, robust and empirically sound.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and take part in student voice.
- Assessments are conducted such as the SDQ (Strengths and difficulties questionnaire) and the boxall profile and appropriate interventions are put in place
- We come from a nurture perspective that is hyper aware of trauma.
- We believe that all behavior is communication and do all we can to deescalate in difficult situations.
- We model the responses we would like from students and provide restorative meetings where appropriate.

We have a zero-tolerance approach to bullying.

Working with other agencies

At Evolve we value the input of outside agencies who are involved or consulted as a result of identified needs. These include, but are not limited to:

- Health and social care services.
- Speech and Language therapists.
- CAMHS (Children and Adolescent Mental Health).
- CIAT (Communication Interaction Access Team).
- Educational Psychology team.
- CAF (The Common Assessment Framework) for Early Help Assessments.
- Youth Offending Team.
- Occupational Therapy.

- Bernardos.
- Therapeutic Crisis intervention.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo, Jessica Foster in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

In order to view support services available to you please visit:

[Directory search \(mylocaloffer.org\)](https://mylocaloffer.org)

Contact details for raising concerns

If you have concerns about a young person with regards to SEND or you would like extra support with them please contact Jessica Foster (jlfooster@eat.com.uk), telephone:

The local authority local offer

Our contribution to the local offer is: providing alternative provision that is empirically based and follows all processes in accordance with legislation.

Our local authority's local offer is published here: [Homepage \(mylocaloffer.org\)](https://mylocaloffer.org)

Monitoring arrangements

This information report will be reviewed by Jessica Foster (SENDCo/Assistant Head) **and then the board of trustees every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by Trustees.

Coming soon...a comprehensive list of specific baseline tests and subsequent interventions in our offer!!

