



# **Local Offer – SEN Information Report 2019**

**Policy dated: Autumn 2019**

**Policy to be reviewed: Autumn 2020**

## **SEVERNDALE ACADEMY 2019 : SEN INFORMATION REPORT AS REQUIRED BY SCHEDULE 1 (REGULATION 51) OF THE SEND REGULATIONS 2014**

### **1. Severndale Academy provides for the following special educational needs.**

1.1. Pupils with PMLD, SLD, CLDD or MLD. Within these categories there will be pupils with additional needs relating to medical, physical or behavioural issues, and some pupils will have a diagnosis of ASC and other conditions.

### **2. Evaluation of the effectiveness of provision.**

2.1. The Academy considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:

- 2.1.1. EHCP target data
- 2.1.2. Progression Guidance target data
- 2.1.3. Exam data
- 2.1.4. Lesson observations, scrutiny of pupil work, teacher planning and record-keeping.
- 2.1.5. Parental/carer feedback
- 2.1.6. Pupil feedback
- 2.1.7. Individual plans relating to behaviour, physical needs, etc.
- 2.1.8. Where appropriate reintegration programs that allow young people to access mainstream provision for academic / social to a level that best suits their needs.
- 2.1.9. Severndale Connect: the academy will support other provisions to share expertise with a view to supporting young people remaining in their current provision if that best suits their needs (e.g., young person with a healthcare plan in mainstream.)

### **3. Arrangements for assessing and reviewing progress**

3.1. Assessment is an ongoing process, and focusses on a pupil's EHCP's and other targets, but also includes less quantifiable aspects of a pupil's school life, for example effort and their relationships with others. For National Curriculum subjects, assessment is recorded using the B2 / BKSP software package.

3.2. Progress is assessed and reviewed termly in relation to Homework Targets and Individual Pupil Progress Targets.

3.3. Progress towards the objectives/outcomes in a Statement/EHC plan is reviewed at the pupil's Annual Review.

### **4. Approach to teaching**

4.1. Teaching strategies and styles are dependent upon the nature of the group being taught, and on the nature of the individual needs within the group.

4.2. All teaching is carefully differentiated and is appropriately supported by class staff.

4.3. All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group.

## **5. Adaptation of the curriculum**

5.1. The curriculum at Severndale Academy is broad and balanced, and has been developed to meet the needs of our wide range of pupils. Details of the contents of the curriculum at each part of the school is available on our website.

## **6. Additional support available**

6.1. The range of support available to pupils at Severndale Academy is indicated throughout this report.

## **7. Support for the emotional, mental and social development of pupils.**

7.1. This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. We also have a dedicated Pupil Welfare Team who liaise with our own staff and with a wide range of external agencies to ensure that pupils with specific needs in these areas have the best possible support.

## **8. Staff training and expertise, and provision of additional specialist expertise.**

8.1. Staff have access to a wide ranging programme of Continuing Professional Development which focuses on the needs of our pupils. We also buy-in training and advice on a range of issues in order to ensure that we offer the best possible provision.

## **9. Equipment and facilities are secured by:**

9.1. As an Academy, we are responsible for providing and maintaining the best possible resources for our pupils from our own budget.

## **10. Arrangements for consulting parents about, and involving parents in, the education of their child include, but are not limited to:**

10.1 On admission to the academy Child Centred Induction meetings where parents, professionals / stakeholders are invited to discuss and agree transitions and the best possible provision for the young person.

10.2 Open mornings/afternoons

10.3 ½ Termly Celebration Events

10.4 Annual Reviews

10.5 A range of training opportunities for parents

10.6 Annual Reports

10.7 Meetings as requested by parents

## **11. The arrangements for consulting with young people about, and involving them in, their education will depend upon the individual needs of the young person but could include the following;**

11.1. Immediate feedback on their performance.

11.2. Written (including symbolised) feedback on their performance.

11.3. Discussions with class staff on their attainment and progress.

11.4. Discussions with class staff on their targets.

- 11.5. Discussions with other professionals on their attainment and progress.
- 11.6. Departmentally based school councils.

**12. Complaints and concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.**

**13. Other bodies are involved in meeting the needs of pupils through a variety of ways, depending on the needs of individuals, including:**

- 13.1. Access to CAHMS
- 13.2. Access to school nursing provision
- 13.3. Access to physiotherapy
- 13.4. Access to SALT
- 13.5. Access to Occupational Therapy
- 13.6. Access to Sensory Inclusion Services
- 13.7. Access to Educational Psychology services
- 13.8. Liaison with Social Services
- 13.9. Signposting to other services as appropriate

**14. Contact details of support services for parents of pupils**

- 14.1. Shropshire LA publishes the details of a wide range of support services on its Local Offer website. See 16 below.
- 14.2. The local SEND Information Advice and Support Service for Shropshire is contactable on 01952 457176. Their website is <http://www.parentpartnership-shropshireandtelford.org.uk>
- 14.3. Support in relation to Mediation if a parent wishes to challenge an EHC plan – please contact the relevant Local Authority’s SEN team. For Shropshire families, this is based at Shirehall, Abbey Foregate, Shrewsbury SY2 6ND.

**15. The Academy’s arrangements for supporting pupils in a transfer between phases of education or in preparation for independent living and adulthood.**

- 15.1. Transfer within the Academy between phases is managed by pupil transition days and designated staff meetings.
- 15.2. If a pupil transfers to us from another setting, we will arrange transition programmes if possible. We will request information from the previous setting and may visit the pupil in that setting if time allows.
- 15.3. Preparation for adulthood takes many different forms , for example from focussing on real-life problems in Maths teaching to arranging work experience programmes, or extending the range of community visits and teaching the skills needed to work alongside others. The approach taken will depend upon the individual needs of the young person involved.

**16. The LAs Local Offer is published on its website <http://shropshire.gov.uk/local-offer>**