

Learning Academy Partnership (South West)
'TOGETHER WE EMPOWER EXCELLENCE'

Trustees Annual SEND Report to parents
2017 - 2018

Academy: Ilsham C of E Academy	Number on roll: 175 pupils 6% of SEN: (7 pupils SEND support and 3 x EHCP)
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SENDCo	Jacqi Stephens
SEND Trustee	Dr Jan Myles

Number of pupils with Special Educational Needs

No. of SEN Support pupils:	7 pupils
No. of EHCP pupils:	3 pupil
% (& no.) of SEND Pupil Premium pupils:	1 pupils (10%)
No. SEND Pupils with medical needs	0%

As part of their statutory duties, the Board of Trustees must publish information about and report on the academy's policy on Special Educational Needs.

The Learning Academy Partnership (South West) is committed to providing an appropriate, high quality, inclusive education to ensure the best possible progress for all our pupils, whatever their abilities or needs. The Learning Academy Partnership has a culture of high aspiration for all children.

All leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.

The Special Educational Needs and Disabilities Inclusion Policy (SEND policy) can be found on the LAP website and identifies our aims and objectives for children with SEND and also describes the processes used within the academy trust to support these pupils. The policy is reviewed annually; most recently in March 2018.

SEN Profile since September 2017

The SEN Support register is accurate and reviewed at least termly.

In September, there were 12 pupils needing SEND support however after careful consideration, two of these pupils were removed from the register. Since September, two pupils have been issued with an EHCP and there has been a further request for a RSA. We also have nine pupils on our register as a cause for concern.

EHCP/Statement - Primary Area of Need

Communication and Interaction	100% (3 pupil)
Cognition and Learning	0%
SEMH	0%
Physical &/or Sensory	0%

SEN Support

Communication and Interaction	43% (3 pupils)
Cognition and Learning	43 % (3 pupils)
SEMH	0% (no pupils)
Physical &/or Sensory	14% (1 pupil)
SLCN	0% (0 pupil)

Progress of pupils with SEN

AT the start of each year teachers set appropriately challenging targets for pupils with SEND which may, or may not, be in line with national expected outcomes for specific year groups.

The academy uses externally validated data and evidence based research from Fischer Family Trust and Education Endowment Foundation to inform the planning of interventions.

Attainment and progress of SEND pupils 2017/18

EYFS

	Good level of development achieved
EHCP (no. of pupils)	0%
SEN Support (no. of pupils)	0%

Year 1 - Phonics Test

	Passed
EHCP (no. of pupils)	N/A
SEN Support (no. of pupils)	100%

Year 2

Met National Expectations

	Reading	Writing	Maths
EHCP	N/A	N/A	N/A
SEN Support	50%	50%	50%

Year 6

Met National Expectations			
	Reading	Writing	Maths
EHCP	0%	0%	0%
SEN Support	100%	0%	0%

Education Health and Care Plans are reviewed annually. The academy and parents work in partnership to achieve genuine partnership. Pupils are consulted regarding their targets and pupil voice is captured in a variety of ways.

Every child with an EHCP has an Implementation Plan. The Implementation Plan sets out how the academy will work towards achieving the desired outcomes from the pupil's EHCP during the year. These are revised after each Annual Review.

All pupils with either an EHCP or those on SEN Support have a Provision Map and those who require specific intervention have Individual Support Plans. The Provision Map highlights the current intervention/support relating to each specific individual and these are evaluated at the end of a cycle of intervention or at the end of term/academic year.

Progress is reported regularly and ISP Review meetings are held each term with parents (to coincide with Parent Consultation evenings) where progress is evaluated and new targets are set for the following term. These systems are in place to enable parents/carers to meaningfully contribute to shaping the quality of support and provision for their child.

100% of the pupils currently receiving SEN Support are meeting their individual targets set out in their Individual Support Plans (ISP).

Early Identification and Assessment Procedures

At the Learning Academy Partnership, our intention is to identify, at the earliest opportunity, barriers to learning. This may be when a pupil's progress is significantly slower than that of their peers, starting from the same baseline, or when the attainment gap between the child and their peers does not narrow. A barrier could also be attributed to an unmet social or emotional need.

Pupils are identified via data and through consultation with class teachers. Teachers concerns are recorded on a SEND Concern Form plus the strategies and resources already employed to support the individual pupil. At this point a class room observation would be undertaken and may involve a reading, spelling and/or an independent writing assessment.

The academy follows a cycle of Assess, Plan, Do, Review

Regular meetings are held to review the action taken for pupils who are subject of the SEND Concern form. A decision is made as to whether specific assessment is required, further modifications to teaching approaches or whether the pupil requires targeted provision.

If the conclusion is that “additional to and different from” support will be required parents are informed and consulted and the pupil placed on the SEND Support register.

Nine pupils have been the subject of SEN Concerns this academic year.

The LAP SEND Team may also assess pupils using formalised, standardised tests. These comprehensive assessments support accurate identification of need. The results of the assessment culminate in a written report for parents and staff which include recommendations and strategies which can be incorporated into class room practice and aid the setting of individualised targets.

Two pupils have been assessed by the SEN Advisory Teacher for Torbay. This assessment was in order to identify the barriers to learning and to assist the academy in the setting of appropriate targets and strategies which could be used to support the individual.

There have also been three referrals to the Educational Psychologist. This resulted in an observation/assessment and advice/training being provided to the academy to enable specific support being provided to meet the needs of the pupil.

Impact of Interventions

Interventions are evidence-based and coordinated effectively. Systems are in place to support this process, for example, using a Provision Map.

Interventions this year have included:

- Sound training for Years 6
- Write Away
- Counting to Calculate
- Success@arithmetic
- Bespoke Literacy Intervention
- 1:1 Read Write Inc.
- Thrive
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In year 2, 100% of pupils who participated in Counting to Calculate have made progress and have reached ARE.

1:1 Read Write Inc interventions, 100% of pupils achieved the phonics testing at the end of the year in Year 1 with 92% achieving ARE at the end KS1 in reading.

Attendance & exclusions

The attendance of SEND pupils is: 97.45%
The whole academy attendance is: 96.75%

The attendance of pupils who are in receipt of Pupil Premium and on SEN Support was: 95.1%

The academy uses a range of data to identify barriers to learning. This includes monitoring the levels of attendance for pupils with SEND. The SENDCo attends fortnightly attendance meetings.

There have been no exclusions of SEND pupils.

Budget Allocation

The academy's SEND budget is used to provide:

- TA hours to support pupils with SEND (through interventions)
- Additional resources
- Support and advice from outside agencies – e.g. access to an Educational Psychologist

This year the LAP has commissioned 30 days of EP time across the partnership. TORBAY only

Ilsham C of E Academy has received 2 days of EP time. This has been used to support two individual pupils. In addition, 1 day of Advisory Teacher time has been purchased for assessment and advice.

Money received in addition to notional funding (Element 3 funding) is used to support pupils with Education Health and Care Plans through:

- TA support (including 1:1 support)
- Specialist resources
- CPD for TAs supporting individual needs.

Deployment of staff and resources

The SENDCo is a full-time member of staff.

The SENDCos main responsibilities are to coordinate and oversee the provision for SEND pupils across the academy. The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual pupils with SEND. This entails working closely with staff, parents/carers and other agencies.

The SENDCo also provides related professional guidance to colleagues with the aim of securing quality teaching for all children, including those with SEND.

The SENDCo seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This is through the analysis and assessment of pupil's needs, by monitoring the quality of teaching and standards of pupil's achievements, as well as by setting targets for improvement.

The SENDCo meets with pupils, their parents and staff, liaises with outside agencies and ensures that the pupils at Ilsham academy receives the most appropriate support and provision available. She attends and leads meetings and keeps abreast of changes regarding SEND.

Liaison with external agencies

If, despite the delivery of high quality interventions, progress is inadequate, advice is sought from external agencies regarding strategies to best meet the specific needs of a pupil.

Some pupils have access to external services as part of the requirement of their EHCP; for example: Hearing Impairment Team, Occupational Therapist, Physiotherapist. On the other hand, other pupils may access these agencies where there is no recourse for inclusion on SEN Support.

This year advice has been sought from:

- Advisory Support Service
 - Educational Psychology Service
 - Speech & Language Therapist
 - School Nurse
 - Young carers
 - Occupational Therapy
 - Primary Mental Health Workers
 - CAMHS
 - Social Care Team –
 - TESS – Torbay Education Safeguarding Service
- Outside agency support is engaged appropriately and utilised effectively.

Transition for SEND Pupils

Across the Learning Academy Partnership a number of strategies are in place to enable effective transition. These include:

On entry:-

- A planned programme of visits is provided in the summer term for pupils starting in September, including Teddy Bear's Picnic. These include home visits for pupils transferring to nursery/EYFS.
- Parent/carers are provided with a range of opportunities to visit the academy and meet with key staff.
- Sharing of information between nurseries and pre-schools including private, voluntary and Independent settings and the academy EYFS staff. This may also include meetings with the provider, the EP and/or EY Advisory Lead.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow solutions to any perceived challenges to be located prior to entry.
- A Transition book (talking recordable book) with photos of key staff can be provided to aid transition

Transition to secondary phase:

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND. This may include additional visits and key workers identified prior to transition and can be tailored to meet individual needs.

This year, two pupils have required enhanced transition arrangements.

- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice. The SENCo from the preferred secondary school is invited to the Annual Review.

There are close links with the SEND department at Spires Academy and Cuthbert Mayne Secondary school. This ensures necessary early intervention is in place before the pupil transfers to the next phase in their education.

Staff Development

Staff training is on-going and is identified through performance management and through needs identified across the LAP.

All LAP staff have accessed in-house training.
Teaching assistants have been trained in precision teaching.

Pupil Progress meetings throughout the year monitor the progress for all SEND pupils at Ilsham academy. This provides an opportunity for class teachers to meet with the SENCo to monitor progress for those pupils with EHCPs and SEN Support pupils but also those pupils who are causing concern. An SEN Concerns form will have been completed beforehand showing what strategies and resources have already been used to support the pupil.

This year LAP SENCo Forums have been arranged for each half term. These meetings have given the opportunity for SENCos across the LAP to meet to discuss SEN issues and share good practice.

The SENCo has also attended termly SEND meetings arranged by the Torbay SEND Team. This provides opportunities to keep up to date with local and national developments relating to SEND and to network with other SENDCos.