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Sir Robert Pattinson Academy  
Via Diversa Vita Una



# SEND Information Report

October 2018

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Review Date:  
October 2019



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## What is meant by Special Educational Needs/Disabilities (SEND)?

A child may have special educational needs/disabilities if they have a learning difficulty or disability which may require special educational provision to be made for them.

- The child may have a significantly greater difficulty in learning than children of the same age.
- Has a disability which prevents or hinders them from using facilities generally provided for others of the same age within a mainstream school.



## What is the local SEND offer?

Sir Robert Pattinson Academy is committed to supporting all pupils to achieve their potential, including those who have Special Educational Needs/Disability. The SEND Local Offer sets out information about the provision of support the Academy is able to offer youngsters who have SEND. It also contains information about the assessment of learning difficulties, what parents should do if they are concerned about their child's learning or well-being and the processes the school engages in regarding SEND assessment, provision and review.

Sir Robert Pattinson is an inclusive school and may offer a range of provision to support pupils with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment either internally by school staff or by specialists from external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should be seen as part of the Academy's learning offer and not in isolation.

The Academy endeavours to work in partnership with parents and pupils in all aspects of Academy life. Parents of pupils with SEND and the pupils themselves will be involved in identification, assessment and decision making from the very beginning of the process. In the spirit of 'coproduction' encouraged by the SEND Code of Practice 2014, we will work together to ensure, to the best of our ability, that your child's needs are met.



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## Where can I find the SEND Code of Practice (0-25years) 2014?

As part of the new Children and Families Bill the Government passed a new SEND Code of Practice into law in June 2014. The new legislation comes into practice, for schools, from 1st September 2014. It is very different from the previous Code of Practice and has a renewed focus on the involvement of pupils and their parents in decision making and the coproduction of planning and provision. The Code sets out the duties on Education, Health and Social Care with regard to children and young people (0-25 years) with Special Educational Needs. There are duties around assessment, planning and carrying out work to support individuals with SEND.

The Code identifies four areas or categories of Special Educational Need: Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health and sensory and/or Physical. For statistical purposes pupils will be categorised by their main area of need though they may have needs that span more than one category. The category in which a child is identified does not exclude them from accessing support and intervention identified for pupils in the other categories. The new Code of Practice no longer includes School Action, School Action Plus or Statements.

Statements are replaced by Education, Health and Care Plans (EHCs) and School Action and School Action Plus are replaced by a single school category. The new Code of Practice does not require schools to produce Individual Education Plans but recommends the use of provision mapping and monitoring of progress through the School's own reporting and monitoring systems.



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## Who can I contact at the academy if I have concerns with SEND?

Who should I contact to discuss the concerns about or the needs of my child?

All staff and Governors can be contacted through the main school office and enquiries email – 01522 882020  
enquiries@srpa.co.uk

### Personal tutor

He/she is responsible for:

- Supporting your child on a daily basis to ensure they are ready for learning
- Monitoring the academic progress of your child
- Discussing concerns with pupils and parents and planning appropriate actions (with advice from the HoD or SENDCo as required)

In the first instance you should contact the tutor. You may then be directed to speak to the SENDCo.

### SENDCo

Mr Andrew Adlington

SENDCo@srpa.co.uk

He is responsible for:

- Coordinating provision for children with SEND
- Developing and implementing the Academy's Inclusion policy
- Ensuring that parents of pupils with SEND are involved in supporting their child's learning and access and that they are equal participants in the production of plans, targets and provisions and in the reviewing of their child's progress.
- Liaising with a range of agencies and organisations who can offer advice and support to help pupils overcome a range of difficulties.
- Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs.

### Head Teacher

Mr D J Hardy

He is responsible for:

- All aspects of the leadership and management of the Academy, including the provision made for pupils with SEND.

### SEND Governor links

Groups committee The Groups committee of the Governors is responsible for:

- Overseeing the provision for pupils with SEND
- Monitoring and evaluating the effectiveness of provision for pupils with SEND



## How do I know if my child should receive SEND support from the academy?

### How does the Academy know how well my child is doing?

The Academy monitors the progress of all pupils closely through Teacher Assessment and formal testing.

- Pupils are set individualised learning targets based on national expectations of progress from their individual starting points.
- Parents are informed of their child progress through the school's usual progress reporting system.

### How can I find out how well my child is doing?

Academy reporting system, parent information evenings and discussions with academy staff.

- On-going monitoring of student progress is carried out through internal reporting - collated centrally and reported to parents
- Parent portal – record of behaviour incidents.
- For pupils with SEND parents and pupils are also invited to additional review meetings which ensures that progress is monitored and reviewed at least 2 times per year. One of these meetings is an annual review meeting with the SENDCo to review progress.
- At these meetings agreements are made on the best way for everyone to support a child's learning.
- Parents are encouraged to participate in learning activities and parent workshops are organised to aid parents in helping their child.

### How does the Academy identify/assess children where there are concerns about a child's progress and the possibility of SEND?

- Students on the SEND register in year 6 at primary school will stay on the SEND register when they join the academy in year 7. A review meeting will take place early in year 7 involving the parents.
- Students take a series of Learning assessments when they join the academy in year 7.
- Students who join the school mid-year will be assessed using the academy's assessment process and discussions with parents to assess any appropriate intervention or support.
- Teachers monitor student progress and will provide appropriate intervention at class level initially and to escalate this to Heads of Department (HoD), and subsequently the SENDCo if their support is not sufficient or there continues to be concerns about a pupil's progress.
- Personal tutors monitor student progress providing appropriate intervention at tutor level and will escalate to Head of Department, and subsequently the SENDCo if their support is not sufficient.
- Where a parent is concerned about their child's progress or well-being they should not hesitate to contact the appropriate member of staff (see table above in 'Information and Guidance') We will listen to your thoughts, work with you to support your child and carry out further assessment if necessary.
- If a child's progress continues to be a concern further assessment may be carried out to ascertain whether the child has learning difficulties. Parents will be involved in this process.
- Should the school or parents decide that the pupils needs may need to be met through an Education, Health and Care plan an assessment request will be made to the Local Authority.

### How does the Academy support a pupil where class level intervention is ineffective?

- After discussions with key staff, the pupil and parents, additional support will be put into place. This may take several different forms, possibly including small group work or in class support. The school's provision mapping is available which documents this information in more detail.
- This additional support is tracked in the school provision mapping and is overseen by the SENDCo. The provision will be delivered by our team of Learning Support Assistants (LSA).



## What support can my child receive with regards to SEND?

- A child's personal tutor can raise concern with parents and/or wider academy staff as appropriate.
- The academy uses mentors to support students in areas such as homework. A child can choose to be mentored by a student mentor, often from our 6<sup>th</sup> form.
- The academy will coordinate support around a child, often involving external agencies to provide SEND specific advice.
- Team around the child (TAC) meetings are also held in an effort to effectively coordinate the correct support for individual students. Students and families are always involved in this process to ensure a collective approach.
- Designated safeguarding officers (DSO) are used to help coordinate support in relation to child protection concerns.
- Pupils with SEND may be assigned a Keyworker LSA to meet with regularly to support and monitor well-being and emotional health.

### What if my child needs extra help in an examination or test?

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests/examinations. This might include additional time, rest breaks or the use of a scribe or a reader. The SENDCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the Academy and recognised by JCQ (Joint Curriculum Qualifier – external exam verifier) can be accepted for access arrangements for public examinations.



## Are staff trained in SEND and will they understand my child?

- On-going programme of training is in place to ensure that teachers and non-teaching staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered: Safeguarding, Understanding and managing behaviour, Autism awareness, Supporting dyslexic students
- The SENDCo actively engages with local opportunities to share best practice and keeps abreast of local and national initiatives and policy to support pupils with SEND. We regularly send staff on training courses and attend local SEND clusters with other schools in the area.
- Teaching staff seek support and guidance from the SENDCo and Learning Support Team as required.
- The Academy seeks advice and guidance from special schools and specialists to review, evaluate and develop provision for students who have a wide range of needs.
- The Academy also has staff in school with specialised expertise and qualifications including staff in the Learning Support Department.



## How will the Curriculum, Teaching and Learning (including groupings and interventions) work for my child with SEND?

Teachers have training and are building their skills in adapting their teaching to meet the diverse range of needs in each class.

- Schemes of work and short term planning take into account individual pupil's needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.
- Groupings are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.
- In Key Stage 4 students are provided with options and a selection of suitable subjects to choose based on their prior attainment. For a small group of students one option maybe replaced with additional time for supporting their wider study and developing independence.
- Should a child with SEND require additional support on educational visits and/or work experience support is given when planning and appropriate to meeting their needs. Risk assessments will be carried out, when required, in consultation with parents and the pupil.

### **What is available if my child with SEND needs extra intervention and how do the school decide if my child requires such intervention?**

In Key Stage 3 additional support is provided through withdrawal for whole or part lessons in order for the pupils to engage in interventions sessions. Parents and pupils are consulted regarding the timetable for intervention. The implications for a pupil's equality of access to the curriculum is carefully considered alongside the need for supportive intervention programmes.

Pupils' achievement and well-being are carefully monitored. The Academy's provision map details the identification criteria for pupils to be considered for intervention. Though this is not an exhaustive list and each child's needs are also considered on an individual basis.



## If my child needs support from external agencies, who might be involved?

The Academy works with a number of agencies and charities to seek advice and support to ensure that the needs of all children are fully understood and met.

Educational Psychologist

Specialist Teacher Service – Dyslexia Outreach

Autistic Outreach Specialist Teacher ECLIPs – Speech and Language Therapists School Nurse

CAMHS

Lincolnshire Teaching and Learning Centre

Occupational Therapists ADHD Nurses Paediatricians and GPs

Healthy Minds counselling service – small group work from trained counsellors

RPHub – Mental Health provision – internal provision but externally funded.



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## If my child has SEND, what intervention could they receive?

### Access to Learning and the Curriculum

#### Access to learning support staff

- In class support in foundation subjects
- In class support in practical subjects
- For group work
- After school homework club
- Rolling programme of literacy and numeracy intervention

#### Strategies to support/develop literacy inc. reading

- Focused reading sessions – small group and 1-1
- Small group intervention programmes including phonics
- Catch up maths/reading/spelling/science support
- Access to specialist dyslexia support, both from school and external agencies
- Ability setting in lessons

#### Strategies to support/develop numeracy

- Small group intervention programmes delivered by Learning support assistants
- Ability setting in lessons
- Catch up maths sessions

#### Strategies/support to develop independent learning

Mentoring by peers, support staff or teaching staff

- Small group programmes working on study skills at KS4
- Homework club
- Planners for all year groups
- Visual timetables for class or individual students

Students take ownership of their homework using our online platform FROG

#### Provision to facilitate/support access to the curriculum

- Quality first teaching
- Rolling programme of SEND training for staff
- Support for staff from SENDCo and Heads of departments
- Support available from staff from external agencies for teaching staff – Autistic outreach support team.

'Lexia' is a literacy provision we can offer, supporting our students in their reading, writing and spelling achievement.



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## My child has SEND and I am worried about their social skills, what support is available at the academy?

### Strategies to support the development of students' social skills and enhance self esteem

- Small group programmes often led by deputy heads of year (DHoY)
- Lunchtime clubs
- Mentoring
- Peer mentoring
- Learning mentor
- Quiet room available break/lunch time
- Social skills groups
- Nurture group

### Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, additional visits from year 6 when necessary visits and parent/tutor evenings
- Reduced modified timetable

School based mentors – adult or peer mentors.

- Regular contact and liaison with parents as necessary via the student planners

### Strategies to support behaviour

- School sanctions and reward systems are used across the academy
- PSP report process (Pastoral support plan)
- Behaviour Support Services
- Mentoring
- Small group work

### Planning, assessment, evaluation and next steps

- Bench mark testing in Year 7 – updated yearly in KS3
- Pen portraits
- Provision mapping

### Personal and medical care

- Care plans for students with medical needs

Medical passes and toilet cards can be offered to support underlying medical needs.



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## My child has SEND and is anxious about leaving primary school, what support is there to help me?

### Joining the Academy in Year 7

- The SENDCo attends transition day meetings with the SENDCos in the feeder primary schools.
- Mr Adlington (SEND transition) attends transition meetings with parents and pupils at their primary school to plan ahead. Other staff may attend these meetings. (Mrs Joicey/Miss Wheeler/Mr Burr)
- Extra transitional visits may be arranged for your child to support transition anxieties.
- In some cases multi agency meetings are held to plan for transition if required.

### Joining the Academy mid-year

- The Academy will make every effort to retrieve information from the previous school.
- Where advance notice is given we will endeavour to meet parents and the previous school to plan the transition.
- We will meet early with parents and the pupil to discuss concerns and strategies.

### Moving between year groups within the Academy

- Pupils will have opportunity to discuss any worries about moving into the next year group with Learning Support Staff and student services (HoY/DHoY)
- Parents and pupils will be invited to a review meeting which involves planning for the next stage/year.

### Moving classes within the Academy

- Plans to move a child's teaching group or tutor group will be discussed with pupils, and where possible with parents who will also be informed in writing, to enable them to be involved in decision making.

#### Moving to another school

- The Academy ensures that information is passed to the new school in a timely manner.
- We will contact the School SENDCo and share information about special arrangements and support that has been made available to help your child achieve their goals.

### Moving on after Year 11

- All pupils with SEND are invited to transition meetings during key stage 4 where progression routes for post 16 are discussed.
- Transition plans and support are put in place for those who require them.
- An independent guidance advisor is available if required - this can often be by the HoY
- Those pupils with a Statement of SEND or an EHC plan will have a transition plan in place which is regularly monitored and reviewed.



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## Who is in the Learning Support department at the academy?

The Learning Support Department at Sir Robert Pattinson Academy is a strong team with a wide variety of skills and qualifications. We work closely together to meet the needs of our students and draw on our extensive skills and interest to support a diverse range of needs.

Learning Support Assistants are deployed in a wide range of lessons and support roles and also have areas of support and intervention in which they specialise.

The staff in the department, while working across the full age and subject range in the Academy, are linked to specialised areas. These 'specialisms' are taken from the four areas of need identified in the new code of practice: Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health and Sensory and/or Physical. These links allow training to be targeted to the department staff, build specialised skill bases within the team, allow the team to develop further their areas of strengths and enable us to support a wide range of need.

**Miss Shamaine Rudge – SENDCo (Mr Andrew Adlington is covering Miss Rudge as SENDCo during her maternity leave 2018/2019.)**

**Mrs Lorraine Francis – Lead Learning Support Assistant**

**Mr Jonathan Burr – Learning Support Assistant and SEND Keyworker**

**Mr Simon Diggins – Learning Support Assistant**

**Ms Angela Henderson – Learning Support Assistant**

**Mrs Sarah Lathlane – Learning Support Assistant**

**Mrs Sue Shuttlewood – Learning Support Assistant**

**Miss Sophie Wallhead – Learning Support Assistant and Learning mentor**

**Mrs Amanda Wattam – Learning Support Assistant.**

**Miss Kim Wheeler – Learning Support Assistant and SEND Keyworker**



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## Who will offer the pastoral support for my child?

**Miss Joanne Lilley – Learning mentor**

Personal, social and emotional intervention support

**Mrs Angela Smith – School nurse**

Administer medication, First aid

**Mr Andrew Adlington**

Head of Year 7/Acting SENDCo

**Mr Nathan Skaley**

Head of Year 8

**Mr Greg Kirk**

Head of Year 9

**Mr Tim Lloyd-Richards**

Head of Year 10

**Ms Emma Allsopp**

Head of year 11/Assistant Head Teacher

**Mrs Michelle Joicey**

Deputy Head of Year 7

**Mrs Philippa Rowley**

Deputy Head of Year 10

**Mrs Sharon Bratley**

Deputy Head of Year 8

**Mrs June Hilton**

Deputy Head of Year 9

**Mrs Joanne Parkinson**

Deputy Head of Year

**Mrs Nicola Jelley**

Deputy Head of Year 11/Deputy Designated safeguarding lead (DSL)

**Mrs Tracey Gibson**

Deputy Designated safeguarding lead (DSL)



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## How do we ensure equality when admitting SEND students?

All students, regardless of any additional needs, have the opportunity to apply for a place at the academy following our admissions policy. If a student has an Education, Health and Care plan (EHCP), the local authority will name an appropriate school within that plan. As the named school, we then liaise with the local authority and proceed with the admission in line with our admissions policy. We endeavour to meet with students, parent/carers and, if necessary, the local authority SEND caseworker prior to any admission to ensure that any student moving to our provision is well-catered for and their needs are fully met. This meeting allows all parties to ensure we collectively agree on a successful admission to the academy and can ensure the student is at the centre of our thinking.

## How do I make a complaint regarding SEND?

The Complaints Policy is based on the principle that concerns expressed by a pupil, parent or any other individual or organisation should be resolved as quickly as possible without the need to escalate to the formal stages of the procedure. However, where resolution has not been achieved and the person raising the concern is unhappy and wishes to take the matter further, the formal procedure for dealing with complaints is outlined within our complaints policy. This policy can be accessed through the Academy website.

The Complaints Policy demonstrates how complaints are handled within the academy and explains the various stages involved. Any complaint of an SEND nature expressed by a pupil, parent or any other individual or organisation should be resolved in a timely matter and where possible, avoiding the need to escalate further onto the formal stages.

Typically for those complaints made of a SEND nature, the closest member of staff to initially deal with it will be the Special Educational Needs/Disabilities Co-ordinator (SENDCo). The SENDCo will then liaise with the appropriate members of staff and will endeavour to resolve the complaint as quickly as possible.