

SEND INFORMATION REPORT 2023 - 2024

SEND Information Report for Acle Academy 2023 - 2024 Part of the Norfolk Local Offer for Learners with SEND

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. At Acle Academy we aim to offer excellence and choice to all our SEND students and we are committed to working together with all members of our school community.

Our SEND report has been produced with students, parents/carers, governors and members of staff. We welcome your feedback and future involvement in the annual review of our offer. Please contact our SENDCo, if you would like to be involved. The best people to contact are:

Lisa Frary – SEND Coordinator (01493 750431, opt 3) lfrary@acle.norfolk.sch.uk
Stuart Turner – SEND Governor info@acle.norfolk.sch.uk
Matthew Arrowsmith-brown – Chair of Governors info@acle.norfolk.sch.uk
Helen Watts – Principal hwatts@acle.norfolk.sch.uk
Daniel Thrower – CEO (Wensum Trust) info@acle.norfolk.sch.uk

This report is reviewed (at least) once every academic year.

Last review: Sept 2023

Next Review: Sept 2024

* All school policies relating to this publication can be located at <https://www.wensumtrust.org.uk/acleacademy>

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Welcome to Acle Academy (a Wensum Trust school) – We are an 11 – 16 school located in the heart of the Norfolk Broads. Acle Academy is fortunate to be just a short distance from the extensive waterways, paths and marshes that make up this beautiful part of Norfolk. We have 620 students, 63 of whom are students on our SEND register. We also have a further ‘additional needs’ register, which students are listed on if we think they need to be monitored for SEND or have a need which can easily be met but staff need to be aware of. *EG. Needing an overlay for reading.*

➤ Our current profile of students with SEND:

Category of need:	Includes:	Percentage of SEND learners (x48 students):
Cognition and Learning (C and L)	Moderate Learning Difficulties (MLD)	11%
Communication and Interaction (C and I)	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN), EAL	56%
Social, Emotional, Mental Health difficulties (SEMH)	Attention Deficit Hyperactive Disorder (ADHD) Emotional and Behavioural Difficulties	33%
Sensory and/or Physical needs (S and P)	Physical Disability (PD)	0%

N.B. Some of our learners have more than one need so the above figures are %s of their primary need

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➤ How we identify and assess students with SEND:

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream post-16 institutions”**

The following ways are used to identify students with a SEND:

- Liaising with primaries/schools and parents to gain information on new students
- Baseline assessments in core curriculum areas once students join us
- Tracking data
- Intervention data
- Round robins
- EHCPs (or when SEND support has been given, IEPs/Student Passports)
- Assessment using educational psychologist (or other similar qualified professional)

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Our SENDCo visits all feeder schools to discuss SEND when new year 7s join us. We look at all students who have been identified as students having a SEND in a previous school and we put students with EHCPs and high needs straight onto our SEND register. Other students will be put onto our 'additional needs register' so we can monitor them. After a term our SENDCo will look at tracking data and any intervention data or reading/spelling data etc., consult SEND learning walk notes and conduct a round robin for these students to decide whether they need to be placed on the SEND register. Parents can see what SEND stage their child is at and which interventions they are accessing by logging into Provision Maps.

If a learner is identified as having a SEND, we will provide provision that is 'additional to or different from' the usual differentiated curriculum, intended to overcome the barrier to their learning. Most youngsters with a barrier to learning can be supported via our universal provision e.g. tailored interventions, Quality First Teaching, mentoring etc. At Acle Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not achieving, we will intervene.

We maintain registers of specific SEND difficulties in order to determine our school profile and follow the progress of our learners. This also enables us to effectively plan professional development for our staff.

➤ **How we work with parents, outside agencies and students with an identified SEND:**

Every student on our register has a termly review (and if they have an EHCP, an annual review as well) where we set out a plan of action for that student. We make sure that at each review point, the individual student's and parents' views are taken into consideration when either setting a new target(s) or changing an element on the student's SEND passport (see '*how we support our students*' section). We use the student's tracking data and information gathered on their Classcharts profile as the basis of the termly SEND reviews and action plans to assess and review students' progress towards outcomes. We then have a friendly chat with the student to see how they think they are progressing / discuss what their target(s)

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should be and then contact the parent/carers for their views as well. Tracking data is gathered every term from each subject area. All reviews are accessible on Provision Maps. All parents have log ins for this.

We also work closely with a variety of outside agencies. Any outside agency who is involved with the student will also be consulted during the review process. If it is deemed necessary from a review (or any other means) that a student should be referred to an outside agency, then we will begin the appropriate process of referral for that particular agency. Please see 'our provision' section for a list of agencies we work with.

➤ **Just a note on Education, Health Care Plans (EHC Plans):**

Since September 2014 there has been a joint commissioning duty which requires formal planning between education, health and social care services which is set down in the new Code of Practice.

If you think your child/ren require an EHCP, please get in contact with our SENDCo to discuss whether they would meet the criteria.

➤ **Preparing For The Next Step (Transition and Admissions):**

Transition is a part of life for all learners. This can be a transition to a new class in school, or moving on to another school, training provider or moving into employment. Acle Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

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Planning for transition is a part of our provision for all learners with SEND. Transition to secondary school will be discussed early on in Year 6 to ensure time for planning, preparation and to ensure that all reasonable adjustments are in place for when your child arrives. As a school we hold open evenings around this time and we strongly encourage you to come and visit the SEND department (Inspire) on these evenings.

Our SEND Department hosts bespoke SEND induction days for SEND and vulnerable students in the summer term of Year 6 prior to whole school induction. Anxious students are encouraged to visit as often as they wish prior to starting in Year 7. Our SENDCo visits all of our feeder schools to gather information to ensure a smooth transition in September.

In Year 11 the SEND Department liaises with 6th Forms, colleges and training providers to ensure continuity of support after Year 11 for SEND students. Our Careers and Guidance Advisor sees Year 10 and Year 11 students to give high quality advice to them (and their parents) regarding FE courses. This service is available to young people up to the age of 25. Students will also receive information and advice in school during 'Character and Culture' lessons. Additional transition visits from school to college are available for vulnerable students. This includes TITAN support during the summer holidays.

If your child has an EHCP, Norfolk County Council will contact us early on when they are in year 6 and send us a copy of their EHCP. Our SENDCo will look at the EHCP and decide whether we can meet their needs.

If we have an in year admission, the process is roughly the same. If your child is on a school's SEND register, they will send everything across to us. If your child has an EHCP, then this will be sent to us in good time, as part of the admissions process. If your child is on the SEND register and you are thinking of transferring them to us, I strongly encourage you to get in contact so we can make sure all adjustments are in place and ready for their arrival.

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➤ Our Approach to Teaching Learners with SEND:

From September 2014 all schools in England began operating under a new Code of Practice which dictates how to meet the needs of young people deemed to have special educational needs and disabilities (SEND) to ensure they make the best possible progress in school. At Acle Academy we aim to be fully inclusive with the needs of SEND students being met in a mainstream setting and where 'Quality First Inclusive Teaching' enables and empowers our students to overcome barriers to learning. Regardless of whether students have a diagnosis or not, we aim to holistically meet their academic, social and/or emotional needs so that they are prepared for life beyond school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners and staff regularly assess our young people, ensuring that learning is taking place.

We are part of...

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Our whole school system for monitoring progress includes three tracking points throughout the year which form the basis of tracking reports which are used by staff to target a variety of students for individualised interventions, coaching or mentoring which we consistently evaluate for effectiveness and progress.

➤ **How we make sure our SEND students can fully access our curriculum:**

Our school day runs from 08.55am to 03.30pm:

08.55 – 09.25: Form time
09.25 – 10.25: Period one
10.25 – 11.25: Period two
11.25 – 11.45: Break
11.45 – 12.45: Period three
12.45 – 13.30: Lunch
13.30 – 14.30: Period four
14.30 – 15.30: Period five

Every student on our SEND register has a SEND passport. These are created on a piece of software called Provision Maps. These passports advise staff members on how best to support our students. The strategies and approaches are split up into the same four categories of SEND (Cognition and Learning, SEMH, Communication and Interaction and Sensory and Physical). Also listed within the passport is the student's KS2 data, their barriers to learning, what their interests, strengths

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and aspirations are, who their keyworker is and, if applicable, their access arrangements for exams and assessments. *Some examples* of the suggested strategies are listed below:

- Visual timetables and adapted resources
- iPads, laptops or other recording devices
- Giving simple instructions and chunking tasks (and giving students lists to tick off / follow what they are doing)
- Being aware of students who may need 'refocussing' during the lesson
- Giving students a particular role in group work
- Whether or not to use sarcasm or irony with a student
- Whether the student has a particular fiddle toy
- Whether a student has a buddy or not
- Using a positive rewards system
- If a student has a keyworker
- Any outside agencies involved with the student (if relevant)
- Making sure a word bank is available
- Giving bullet points to help the student structure their work
- Giving the student a writing frame
- Keeping explanations simple and make the context relevant to personal life *e.g using everyday objects when explaining the differences between two- and three-dimensional shapes*
- Suggesting alternative approaches and methods (if the student has difficulty with the first method offered)
- Using illustrations to link numerical and verbal descriptions of mathematical problems
- Using questions progressively with images to develop conceptual understanding of topic

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We offer a 'SEND pathway' option at GCSE level. This is run by the SEND (Inspire) team. The SEND pathway is x1 option block (x5 lessons per fortnight) where students receive extra literacy and numeracy sessions, time to 'overlearn' different topics and get a 'head start' on their home learning. This 'pathway' was chosen so our students can boost their literacy and numeracy skills, as well as skills in other areas, throughout KS4.

When students go into KS4, they may need some extra support to be able to fully access their GCSE examinations/courses. These are called access arrangements. If a student has specific needs outlined in their EHCP then the student will automatically have those arrangements granted. If a student does not have an EHCP but we think the student requires access arrangements, then we will put them forward to be tested by an outside assessor at the end of year 9. We then confirm with parents/carers if their child/ren have been granted any arrangements.

We have a number of teaching assistants with a wide variety of expertise, and they are placed wherever there is a need for them. Our SENDCo reviews TA requirements regularly but TAs will usually be placed in a class where there is a high level of SEND or where a student has an EHCP which states that they need a high level of adult support across the curriculum.

Each department writes Schemes of Learning (SoL) for each unit of work they teach. These SoLs have a section which outlines how SEND students will be supported within that unit of work. To view the SoLs for each subject, please click here: <https://www.wensumtrust.org.uk/acleacademy/learning/curriculum>

In a nutshell...each learner identified as having SEND is entitled to support which is 'additional to or different from' the usual differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

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➤ **Provision at Acle Academy:**

We have many different types of provision at Acle Academy. These are listed below:

Directly funded by the school:

- Specialist Teaching Assistants who run a range of intervention groups (Social skills, Dyslexia support, Wellbeing, ELSA, Draw and Talk, Therapy dogs, EAL lessons)
- Literacy and Numeracy intervention
- LAC designated teacher
- Lunchtime and after school home learning/study support club
- Sanctuary Rooms (Inspire, The Nest)
- Pastoral Support Advisors (Heads of Year)
- School Counsellors (Weekly sessions offered)
- Access arrangements assessor (John Clogan, Pi Education)
- Specialist equipment purchased depending on need
- Emotion coaching techniques (used by all staff)
- Reflection room (To re-regulate behaviour)
- Timeout cards / Toilet cards
- Laptops and iPads

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Paid for centrally by the Local Authority but delivered in school:

- Sensory Service for children with visual or hearing needs
- Careers and Guidance Adviser
- S2S (school to school support offered by network of Norfolk Complex Needs Schools)
- Access Through Technology (ATT)
- Children's services (including Early Help intervention, if appropriate)

Provided and paid for by the Health Service / other services:

- School Nurse (referrals can be completed in school but nurse is off site)
- Occupational Therapy (Available to students with extra funding)
- CAMHS (Child and Adolescent Mental Health)
- SENDIASS (Support for parents)
- MAP
- Point 1
- B – Eat
- Nelson's Journey

Additional services paid for by the Wensum Trust:

- Educational psychologist
- Emotional trauma specialist

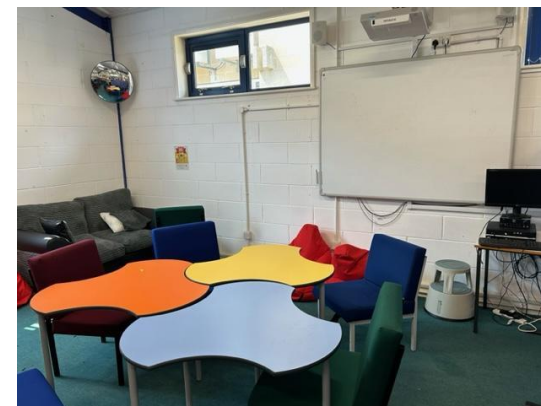
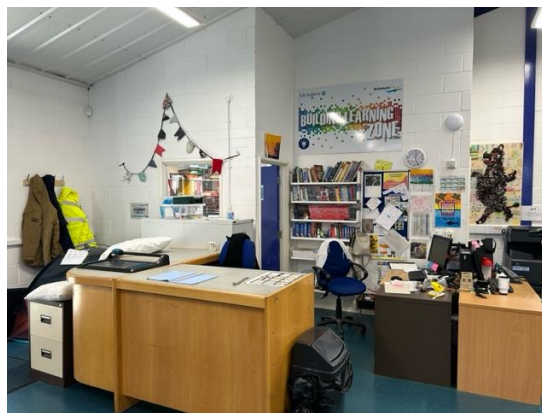
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Acle Academy also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require further support which exceeds that usually available to the school. This is split up into two sets of funding. Acle Academy will receive funding for students with EHCPs, depending on need. The SENDCo can also apply for 'top up' funding for SEND students who do not have an EHCP but require additional funding. More information about SEND funding in Norfolk can be found here: <https://www.schools.norfolk.gov.uk/school-finance/send-funding>

N.B We also have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available on: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

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We are part of...

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➤ Our expertise:

Our SEND team comprises of a SENDCo, Assistant SENDCo and x9 teaching assistants. The roles and responsibilities of which are outlined in our SEND policy. We have specialists employed in autism, visual impairment, wellbeing and mental health, emotional literacy, dyslexia, social skills and EAL. All staff are developing their expertise in emotional trauma, however we are constantly changing to meet the needs of our students and complete training when we need a refresher or when we encounter a new need.

The SEND department also conducts staff training. Our staff are trained mainly via INSET (but also via bespoke training days booked by individual staff members).

Where appropriate, our parents are invited to certain SEND training sessions and forums. Our SENDCo will email out ahead of the event.

Link to SEND policy: <https://www.wensumtrust.org.uk/acleacademy/information/send>

➤ Other Opportunities for Learning

All learners at Acle Academy have the same opportunity to access extra-curricular activities and trips. We offer a range of additional clubs, activities and trips throughout the year. Please consult the 'extended studies' section on our website for full details of activities. We are committed to making adjustments to ensure participation for all students, so if you have any queries, please contact our SENDCo or our extended school co-ordinator to discuss specific requirements.

Our extended schools co-ordinator is Mrs I John: ijohn@acle.norfolk.sch.uk

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➤ **Social and emotional development:**

At Acle Academy we offer a relevant and robust 'Character and Culture' programme, led by Mrs C Skarin. We also make sure that our lessons provide opportunities for social and emotional development. How and where this happens across the curriculum is included on all teaching staff's schemes of learning. All staff are trained in Emotion Coaching.

Link to SoLs: <https://www.wensumtrust.org.uk/acleacademy/learning/curriculum>

We have house teams (Ant, Bure, Thurne and Yare – you can tell by our ties which house we are in!) for inter-house events such as sports day. We also have house assemblies and other events which encourage students to interact and form relationships with peers of different ages and needs thus promoting a whole wealth of social skills development.

N.B. Please refer to 'provision at Acle Academy' section to see what support is available to help our students with social and emotional needs. See also: 'extra-curricular' section on our website for lunchtime / after school activities.

Link to 'extra-curricular':

<https://www.wensumtrust.org.uk/acleacademy/learning/extra-curricular>

➤ **Making sure our students are safe and well supported:**

Acle Academy is committed to safeguarding and we have an extremely proactive team. We have many designated safeguarding leads in school including our Assistant Principal, our Principal and our SENDCo. We are committed to following the set procedures and working closely with Children's Services. We have whole staff safeguarding training which is updated each year and any member of staff who joins us mid-year must complete safeguarding training.

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Our designated safeguarding lead is Mr N Bliss (Assistant Principal) and the deputies are Miss L Frary (SENDCo) and Mrs H Watts (Principal). Miss L Frary is also the designated person for Looked After Children.

We actively promote an anti-bullying ethos through our Behaviour Policy as a framework for students and their learning. We also adhere to our Equalities Policy.

Any member of staff who is conducting a trip off site must follow the regulations for trips and complete a risk assessment, to be uploaded to the EVOLVE system so Norfolk County Council can sign it off and give the trip a green light.

We seek all stakeholders' views through our termly SEND reviews and action plans / annual EHCP reviews and actively encourage parents to get in touch. The school also conducts questionnaires at each parents' evening.

Our school site is secure and we have CCTV running at all times in key areas.

E-Safety is ensured via our ICT Resources, eSafety and Data Protection Policy and we have a network filter for staff and students which seeks to ensure that nothing inappropriate can be accessed while at school (including social media sites).

We have a lanyard system so staff and students can tell whether or not visitors to the school are DBS checked. Any regular visitors will be DBS checked and added to our single central record. Any visitors who wear a red lanyard and do not have a DBS will be escorted at all times by a member of staff. We strictly follow Safer Recruitment procedures.

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Attendance and reason for absenteeism from school are closely monitored by our attendance manager, Mrs J Bryant, to ensure we know of any student's whereabouts. Attendance interviews or in some cases home visits are also conducted by our attendance manager if there is an attendance concern.

We have on site first aiders and links to the local police.

N.B. Notices with our DSLs and first aiders are up around the school with their photos included.

➤ **Our accessibility plan:**

We value the presence of every child, irrespective of need. We are sensitive and proactive about devising ways in which a child with any disability can undertake all of the same activities and curriculum as other students. Students with learning difficulties and those who need extensions to their learning are given suitable additional help following consultation.

Steps we have taken to ensure all SEND students can access our curriculum are:

Following EHCPs and providing the correct adjustments, providing all SEND learners with passports so staff can follow the advice given in the classroom, following any advice given to us by outside agencies and consulting with staff and making sure students who require it are tested for access arrangements. We also adapt how information is given to our SEND learners when needed. For example: In braille, enlarged fonts on printed paper, emailed to students on a tablet so they do not have to look at the board from a distance.

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Improvement to the school site and buildings have incorporated provision for disability in adults and children. Our accessibility plan outlines the ongoing review and evaluation process and our aims to improve our facilities and access arrangements. Please see our Accessibility Plan for more information.

We make sure that our facilities are appropriate so that SEND students can fully access the school site and school life in general. Some of our adjustments include: having ramps to all buildings, yellow painting on steps and posts, clearly numbered classrooms, disabled toilets. We make sure that all SEND learners are timetabled appropriately (for example, having lessons downstairs) and that specialist equipment is supplied where needed (for example, lower tables or specialist chairs).

For further information regarding our accessibility arrangements, please see:

<https://www.wensumtrust.org.uk/attachments/download.asp?file=2984&type=pdf>

➤ **Evaluating our effectiveness:**

We evaluate our effectiveness in a number of ways:

- Reviews conducted by our senior leadership team (Each department has a regular review)
- Monitoring visits conducted by our school's governing body
- Whole school development plan
- Questionnaires at parents' evening
- Self-Evaluation forms
- Sub-team/department development plans

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- Student tracking data (monitored by SENDCo / Heads of faculty / Assistant Principal - Progress and Achievement) to monitor and implement interventions
- Student 'spot light' briefings for all staff to discuss student progress / students of concern
- SEND Students' reviews (showing holistic progress)

Students' academic progress is tracked every term and parents/carers will receive a termly report giving details of this progress.

➤ What to do if you disagree with us:

Please contact our SENDCo, Principal, SEND Governor or any member of staff in the first instance if you have a complaint.

Miss L Frary (SENDCo) lfrary@acle.norfolk.sch.uk

Mrs H Watts (Principal) hwatts@acle.norfolk.sch.uk

Mr S Turner info@acle.norfolk.sch.uk (mark as FAO SEND governor)

School phone number: 01493 750431

Our Complaints Policy can be found at:

<https://www.wensumtrust.org.uk/site/data/files/documents/wensumtrust/wt%20policies/2F70130B92D162F3A0426694F99D256B.pdf>

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N.B. All policies mentioned in this report can be found on our website. If you require anything as a hard copy or braille, please contact the school office.

Link to our policies page:

<https://www.wensumtrust.org.uk/acleacademy/information/policies-and-procedures>

➤ **Useful contacts for parent support:**

- Norfolk Parent Partnership (01603 704070) <https://www.norfolksendpartnershiass.org.uk/>
- Norfolk Just One service (0300 300 0123): <https://www.justonenorfolk.nhs.uk/>
- ADHD Norfolk (01263 734808): <https://www.adhdnorfolk.org.uk/>
- Autism Anglia (01206 577678): <https://www.autism-anglia.org.uk/norfolk-support>
- Norfolk County Council SEND page: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support>