

One Degree Academy

SEND Report

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One Degree Academy is an inclusive academy that welcomes and celebrates diversity. We are committed to meeting the needs of all our students including those with Special and Additional Educational Needs (SEN/AEN). We are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in the academy. For more information on Enfield's Local offer, visit their website.

The academy's AEN offer should be read in consultation with other key academy policies that are accessible on the academy's website: Teaching and Learning Policy; Safeguarding Policy; Behaviour Policy; Single Equalities Scheme; Intimate Care Policy and the Anti-bullying policy.

Types of SEN, disability and medical needs

The Code of Practice 2014 states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.' 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools....'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Needs (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc)

At One Degree we are committed to meeting the needs of all the children with SEND.

Who are the best people to talk to about my child's progress and AEN and/or disability?

The initial point of contact should always be your child's class teacher. The class teacher can always seek advice where necessary from our Inclusion Lead/Special Educational Needs Coordinator (SENCo). The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support).
- Attending student progress conferences (termly) to discuss the progress of individual children and groups of children.
- Writing Pupil Profiles (PP) and Individual Inclusion Plans (INIPs) and sharing and reviewing these with parents at Progress Review Day.
- Ensuring that all staff working with your child in the school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. This is overseen by the Inclusion Lead/SENCo.

- Ensuring that the academy's Additional Educational Needs Policy is followed in their classroom and for all the students they teach with any Additional Educational Needs.

The Inclusion Lead/SENCo (Kirsty Pacey) is responsible for:

- Coordinating all the support for children with AEN and developing the academy's Inclusion Policy to make sure all children get a consistent, high quality response to meeting their needs in the academy.
- Ensuring that you as a parent/carer are: - involved in supporting your child's learning - kept informed about the support your child is getting - involved in reviewing how they are doing through termly Progress Review Day meetings between you and the staff working with your child
- Liaising with all the other people who may be coming into the academy to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc
- Updating the academy's AEN register (a system for ensuring all the AEN needs of students in this academy are known) and making sure that there are records of your child's interventions, progress and needs.
- Providing specialist support for teachers and support staff in the academy so they can help children with AEN in the academy achieve the best progress possible.

The Principal (Jo Addleton) is responsible for:

- The day to day management of all aspects of the academy, this includes the support for children with AEN.
- Ensuring that the Governing Body is kept up to date about any issues in the academy relating to AEN.

The AEN Governor (Joy Donaldson) is responsible for:

- Ensuring that the necessary support is provided for any child who has AEN, through termly meetings with the Inclusion Lead/SENCo and termly reports
- Monitoring the effectiveness of AEN provision in the academy and the effective implementation of Inclusion policy

What are the different types of support or strategies available to support children with Additional Educational Needs?

All children receive 'Quality First Teaching' which means:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, grouping children with mixed abilities or similar abilities, working in pairs or work that requires independent working.

- Lessons are carefully planned and differentiated to meet every child's needs - specific strategies (which may be suggested by the Inclusion Lead/SENCo or external agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have identified if your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in the academy should be getting this as a part of standard classroom practice. At One Degree, we use the graduated approach cycle to teach all children whether it be as a whole class, small group provisions or individual targeted support. It is a continuous cycle which maximises children's learning.

Some children will benefit from working individually or within a smaller group of children on specific tasks or skills to help them make progress.

These groups, (often called intervention groups or provision groups) may be;

- Run in the classroom or outside the classroom.
- Run by a teacher or most often an Associate Tutor (an additional adult in the classroom) who has had training to run these groups.

Some children will need to be referred to an external professional so that we can access support and advice from them. This is most often the case when quality first teaching and intervention groups have not helped your child to make enough progress. Parents need to give their consent so that a referral to a professional can be made. When the referral has been made, the professional will make an appointment to assess your child. The specialist professional will work with your child to understand their needs and make recommendations.

AEN students will have a personalised plan of how we can best support them at One Degree Academy.

PP	<p>Pupil Profile This document is a simple summary of what is important to an individual child and how they want to be supported. It supports a person-centred approach to achieve their goals.</p>
INIP	<p>Individual Inclusion Plan This document outlines specific targets that support the needs of the student. All targets are specific, measurable, achievable, relevant and timely (SMART) and reviewed on a cycle by cycle basis. These will be created with parents and often outside specialists and include an aspirational target to</p>
ASG	<p>AEN Strategies Guide These documents will list the areas of need and outline the range of strategies to be used in class as well as interventions needed to ensure students get additional support in a particular area of need.</p>
INIM	<p>Information for Medical Needs The INIM is an at-a-glance care plan for teachers of students with medical needs. They are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to care for the student.</p>

Education, Health and Care Plans

Some children may need more specified individual support beyond that already provided by the academy as part of its core offer. This can be provided by requesting a statutory assessment from the local authority in which you live. The support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Lead/SENCo and other professionals as needing a particularly high level of individual or small group teaching. It means that the academy needs additional financial support from the LA to enable your child's outcomes to be met. When a child has an EHCP, it specifies the child's learning objectives and what provision must be put in place to meet these needs. It is the Principal's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The Inclusion Lead/SENCo, Class Teacher and adults working with the child will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan. This would be done in collaboration with the parents and child (where appropriate). Annual Reviews for children with EHC Plans will have a formal Annual Review Meeting, involving the Inclusion Lead/SENCo, Class Teacher, Parents/Carer and any specialists involved with the child will be held annually. Students when appropriate are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting, new targets are agreed for the year ahead. Copies of the report of the review meeting are sent to the Local Authority, parents and other attending parties by the Inclusion Lead/SENCo.

What support will there be for a child's overall wellbeing and pastoral care?

At One Degree, a child's overall wellbeing is of paramount importance. We pride ourselves on close relationships with children and families, and each aspect of the academy day is planned to maximise a positive and safe experience. For example, we have a family model of dining where staff and children eat together, and in break-time teachers participate in activities with students. Enrichment, activities and residential trips are designed mindfully for students to form positive and trusting relationships with their peers and with staff.

We invest heavily in relationships with our students and their families. As a result, we find that children/families will report wellbeing concerns to us directly. Each and every child is known well by their teachers, and there are designated adults who are responsible for pastoral care and ensuring students' wellbeing. Teachers regularly speak to all students, and observe their interactions, emotions and behaviour. In cases where there is a wellbeing concern, staff will act immediately to address this—the child would be supported by their class teacher, Inclusion Lead/SENCo or Inclusion Team as appropriate, and referred for additional support if necessary. The inclusion team meet weekly to discuss any concerns and formulate a plan for support.

How will I know how my child is progressing at the academy?

- Your child's progress is continually monitored by their class teacher

- Their progress is reviewed formally every term at our Progress Review Day with parent/carers termly.
- At the end of each key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from Year 6 are published nationally
- All children on the AEN register will have a Pupil Profile written, which is a working document and updated termly. Children with targeted and specific AEN needs will have an INIP which will be reviewed every term and the plan for the next term made. Parents can request a meeting with the class teacher at any point to review their child's progress
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Lead/SENCo will also check that your child is making good progress within any individual work and in any provision group that they take part in. The impact of every provision is evaluated.

Admissions

The academy will admit students with an Education, Health and Care plan which names the academy. The academy is able to make reasonable adjustments to ensure children with SEND are able to attend. If you want the LA to issue a plan for your child which names this academy or your child has such a plan, you do not apply for a place at One Degree Academy under the admissions policy. Instead, you must contact your local authority who will advise you on the procedure to follow.

How is our academy accessible to children with SEND?

- The academy building is on two levels and is fully accessible to children with physical disability via the use of a lift
- Disabled toilet facilities are available
- We ensure that equipment used is accessible to all children regardless of their needs.
- Most after academy provision is accessible to all children including those with AEN. We do our best to ensure that wherever possible all children are included
- We strongly encourage all children to participate in academy trips– these are an important part of your child's time at One Degree. Academy trips are all risk assessed and we ensure there are appropriate measures taken to ensure all children's safety and well-being when off-site
- Tables and chairs are at appropriate heights
- Visual Timetables are used
- Extra-curricular activities are accessible for children with AEN
- Coloured overlays, use of electronic equipment such as lap-tops and tablets, alternative keyboards are available
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available if needed

- The academy has an accessibility plan that is reviewed regularly
- The academy follows test administrators' guide and other guidance issued by the Standards and Testing Agency to ensure that all children can access and fully participate in tests and exams. We apply for extra time for some children with AEN and ensure that all resources necessary are provided.

Funding and Resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

AEN Budget

In addition, the Local Authority delegates specific funding to the academy to meet the needs of children with AEN based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the academy. This provision can take a number of different forms. Support can be provided through the allocation of human resources, curriculum adaptation and grouping and assessment.

Children with EHC Plans

The academy will finance the first £6000 pounds of any EHC plan from the SEND budget. Support is provided for children with EHCPs as specified in their EHCP. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After. Six monthly PEP meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

Use of funding/Allocation of Resources

The Principal deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the academy's assessment cycle and the needs of individual children identified with AEN and or disabilities.

What should I do if I am not happy with the provision that has been put in place for my child at the academy?

Please let us know at the first available opportunity. Providing a high-quality education is of paramount importance and we believe that a close working relationship between the academy, student and parent / carers is crucial in achieving this. We actively seek to collaborate with parent / carers on a cycle-by-cycle basis, but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone-call in order to discuss a student's provision and how best to meet their needs.

Any complaints to the academy would follow the standard complaints procedure which can be found on the academy's website.