

Isca Academy

SEND Information Report, November 2021

What kinds of SEND do pupils in the school have?

Isca Academy is a mainstream school. Approximately 19% of the pupils in the school are currently identified as having SEND (4.1% have an EHCP). The most common needs in the school are: specific learning difficulties and particularly those relating to literacy difficulties; social emotional and mental health difficulties; and those relating to autism.

How do we know if a pupil needs extra help?

Pupils at Isca Academy have their academic progress tracked through regular data and reporting cycles. Where these identify concerns with academic progress, concerns will be discussed with Heads of Department and the Senior Leadership of the school and adjustments made to their provision by the relevant departments. Where these do not have the necessary impact, concerns will be passed on to the SEND Team for further investigation and support. We are likely to conclude that a pupil is having difficulties accessing learning if their learning is significantly behind age related expectations.

Outside of academic work, there may be other signs that pupils need additional help and support or have unidentified needs, so we carefully monitor pupils' behaviour and consider how they are presenting more generally in school. For example, their social skills or apparent emotional wellbeing, safeguarding information, attendance, health information or feedback directly from parents/carers or from the pupils themselves. This is monitored in order to ensure that we consider other possible underlying symptoms or signs of additional need.

We use screening tools such as reading and spelling test information; Strengths and Difficulties Questionnaires; SNAP Behaviour and SpLD profiling tools and similar to more precisely identify and target need. We may also, with parental permission, refer to external agencies such as the Educational Psychology Service, Communications and Interaction Team, Speech and Language Service, Occupational Therapy, School Nurse, Intercom Charity and similar for further specialist assessment and guidance.

How do teachers help pupils with SEND?

At Isca Academy we consider that all teachers are teachers of SEND and that good provision for pupils with SEND starts with quality first teaching in the classroom. All teaching staff and teaching assistants are provided with information about individual pupil's needs via a Pupil Profile, which is written by the SENCo and which draws on information from a range of sources, usually including previous Reports from external agencies, relevant test results, previous school reports, and parent and student feedback. The Pupil Profile gives information about needs but also strategies which can be used in the classroom to support those needs.

Teachers are expected to differentiate and scaffold their teaching to suit the needs of the pupils in their lessons and in some cases, classes may be set to better accommodate this. Teachers are expected to regularly give feedback about students with SEND and this is used to inform the plan, do, review cycle, in discussion with parents, and usually, the students themselves. Teachers are given professional development in areas of relevance to SEND and in response to their own prior knowledge and the school's priorities for supporting SEND. As well as INSET, staff are able to draw on a bank of advice and resources from the school's Intranet and through consulting the SEND team. Teaching of pupils with SEND is considered in learning walks, data analysis, feedback from students and parents, and through work scrutiny, to ensure that students are receiving appropriate and effective teaching and support.

How will the curriculum be matched to my child's needs?

Each child's needs will be carefully considered when the curriculum is planned and many needs will be met within the classroom under universal provision. Support may also be offered through one-to-one or small group interventions through a programme of support, outside of the timetabled curriculum. Where this is offered, parents will be informed and the efficacy of the intervention will be monitored.

Some students are able to access teaching assistant support within their lesson. Often this is related to the provision required by an Education Health and Care Plan or because the school has identified that a number of students within a lesson would benefit from this provision and funding and timetabling allow it.

Additional provision that is being made for an individual pupil, is listed on their EHC Plan, which states the objective of this support and which is regularly reviewed.

Where there are groups of students with very significant needs relating to literacy and/or numeracy, the curriculum is adjusted to better cater to this and so Isca Academy offers a curriculum for some students so that they can access a tailored curriculum that offers additional literacy and numeracy lessons, through a variety of interventions, across all year groups.

How will the school know how well my child is doing?

The school is now following a data cycle of assessment and review following which academic reports are sent home to parents and carers. Classcharts data relating to behaviour is available to parents and carers daily. The school sets internal targets for students informed by projections of how students are expected to progress based on age related expectations, national expectations, prior attainment, and so on. Staff within the school monitor this data and use it to highlight concerns relating to academic progress. Other data is also monitored carefully as it can also reveal information that could suggest unmet need and this could include attendance and behaviour data or feedback from teachers, parents or the students themselves that suggests that they are struggling in some aspect of school life. In all cases, where concerns are raised, they will be explored and if appropriate, in liaison with parents/carers, and wherever possible the pupils themselves, a plan of support will be drawn up and regularly reviewed through a learning plan.

How will the school know that its SEND provision is effective?

Isca Academy monitors the progress of all its pupils, including those identified as having SEND against targets including national standards. Academic progress in exams is judged against national and school expectations within categories, which include SEND students at School Support level (K) and those who have an EHCP.

Whole school strategies for monitoring teaching and learning such as learning walks, book scrutiny, student voice and lesson observations specifically identify the teaching and learning of SEND students and reports are made regularly to the Governors, whose role it is to use their best endeavours to ensure that pupils are getting the support that they need and that they are able to engage in the activities of the school alongside those who do not have SEND.

Students for whom additional provision is being made have a written plan which sets out the provision being made and its aims and which is regularly reviewed against these aims, in liaison with parents and/or carers.

How will my child be included in activities outside the classroom, including school trips?

We encourage all students to participate fully in extra-curricular activities, which has been enhanced for all students, including those with SEND, as part of Isca Academy's iLife curriculum. This may mean that additional risk assessments need to be completed or additional support provided, but where it is safe and reasonable adjustments can be made, we would expect all students to be able to participate in all aspects of school life and we would encourage them to do so. It is important that all pupils feel valued and empowered to participate and that their needs are supported rather than present as a barrier. It is important that pupils with SEND have role models and we promote the success of adults with SEND in the local and wider community. We monitor the participation of pupils with SEND in activities such as Student Voice and the Student Council to ensure that these pupils are equally able to apply for and participate in them, to secure representation of SEND student voice.

Where there are additional concerns or needs that require it, we would meet with parents/carers prior to any activities, so that a support plan such as a risk assessment or healthcare plan can be completed for that activity. Before, after and during the school day, additional support may also be offered for groups of students where there is a significant level of need or a need is common. For example, we offer a breakfast club, break, lunch club, and homework support club.

How will you support my child's overall well-being?

All pupils in the school have a tutor and a Head of Year who oversee their pastoral care. Students are also taught about how to live a healthy life both in mind and body through their curriculum lessons including PSHE and iLife. All staff within the school have had training in supporting good mental health and some have received additional training such as in attachment based mentoring or Mental Health First Aid. Where concerns are raised about social, emotional or mental health then these concerns will be discussed with parents, and if necessary, a plan of additional support will be agreed and enacted.

The school also has a Safeguarding Team whose role is to ensure that pupils are kept safe. The Safeguarding Lead at Isca Academy is the Headteacher, Aimee Mitchell amitchell@iscaexeter.co.uk and the Deputy Designated Safeguarding Lead is Jane Lake, jlake@iscaexeter.co.uk.

There are also staff responsible for the support of students with medical needs. Students with medical needs have an individual healthcare plan, which is drawn up with the parent/carers, health professional advice and our First Aider will ensure it is actioned.

Additionally, Isca Academy has staff whose role is to support students who exhibit poor behaviour regularly in addressing these behaviours and reintegrating successfully into their lessons. Where students are excluded or at risk of exclusion, then there are processes in place to consider whether there is an unmet SEND, underlying the pupil's behaviour. This often includes discussions with parents/carers, involving the SEND team, additional internal assessments and where necessary, referral to external agencies. In these cases, where a need is identified, then a learning plan is drawn up with clear aims which is then reviewed regularly.

Details of assessment tools and materials used at Isca Academy. These may include the following:

- SATs and Optional SATs results
- Teacher feedback
- Parental feedback
- Student Feedback
- Reading tests such as the National Group Reading Test, Accelerated Reading Test, Single Word Reading Test and Wide Range Achievement Tests
- Spelling tests
- Visual Stress
- Detailed Assessment Speed of Handwriting test
- GL dyslexia screening tool
- GL Exact (Exam Access Arrangement screening assessment tool)
- Speech & Language Progression Tool
- School academic progress reports
- Lexia screening and test results
- Special Needs Assessment Profile (SNAP) for SpLD & Behaviour
- Records of work
- Observations made by teachers, teaching assistants and other members of staff
- Social skills assessments: Strengths and Difficulties Questionnaires.
- Observations made by external professionals such as Educational Psychology, Communications and Interactions Team, Occupational Therapy, CAMHS and similar.

The Graduated Approach to SEND

Assess

- In identifying a pupil as needing SEN support (K), the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The students' needs and identified strategies to support them will be put onto a

Pupil Passport and Learning plan and shared with staff. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the Learning Plan or where required, apply for or review an EHCP.

- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with a member of staff; the teacher, tutor, Head of Learning Support, Lead TA or the SENCo to decide on the interventions and support to be put in place, as well as the expected impact on progress and development. This will be recorded on a Learning Plan with a date to review the plan. The date for review will depend on the level of need present.
- The Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Plan will be reviewed. A copy of this will also be attached to the pupil's profile on Provision Maps and ClassCharts.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.
- The Plan will usually involve a contribution by parents/carers to reinforce learning and support strategies at home.
- Where appropriate, the Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- So, if it is agreed that a pupil requires SEN support, all parties meet and develop a Plan detailing the support which will bring about the next part of the cycle.

Do

- The class teachers remain responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo and/or Head of Learning Support will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

- The class teachers are responsible for the daily implementation of the plan and will contribute to the next stage of the cycle.

Review

- There will be a review of the Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teachers, working with the SENCo, HoLS and other school staff, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency and the student will be discussed at an Inclusion Meeting with the Head of Year.