

SEND Information Report

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values

How will we succeed?



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be **brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- **build trust**
- **build strong relationships**
- be **stronger together**



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Statement of Intent

Isca Academy is a mainstream school. Approximately 19% of the students 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. All children with Special Educational Needs and Disabilities (SEND) are welcome at Isca Academy. Full support will be provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. Isca Academy is a fully inclusive school providing an outstanding and caring education so all pupils can achieve their potential.

Parents/Carers and pupils are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets. All students on the SEND Register are allocated a keyworker and will have Passport/Learning Plan Reviews throughout the year.

The Academy uses specialist strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEND'.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENDCo who is part of the Senior Leadership team and who has completed / is working towards completion of the National Award for SEN Coordination.
- Have a named Governor for SEN.
- Have a SEN Information Report and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEN peer reviews.
- Ensure pupils with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting children with SEND:

- First, all staff are aware of the SEND students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEND is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop SEND students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.

- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEN pupils.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Contact Details

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| Special Educational Needs Coordinator (SENDCo) | Karen Moore SEND@iscaexeter.co.uk |
| Staff member with overall responsibility for pupils with Medical Needs | Jamie Engineer SEND@iscaexeter.co.uk |
| SEND Governor | James Tarling |
| Where is the Local Authority's Local Offer published? | https://www.devon.gov.uk/education-and-families/send-local-offer/ |
| Contact details for support services for parents of pupils with Special Educational Needs. | Devon Information Advice and Support for SEND (DIAS) https://devonias.org.uk/ |

Implementation

What kinds of special educational needs are provided for at Isca Academy?

Isca Academy is a mainstream secondary school that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:

- Cognition and Learning
- Speech, Language and Communication needs
- Social, Emotional and Mental Health
- Sensory and/or Physical Difficulties
- Children on the Autistic Spectrum

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person,
or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.

What are the policies for identifying children with SEND and assessing their needs?

Students 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 student is having difficulties accessing learning if their learning is significantly behind age related expectations. Outside of academic work, there may be other signs that students need additional help and support or have unidentified needs, so we carefully monitor students' 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 students 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, Communication and Interaction Team, Speech and Language Service, Occupational Therapy, School Nurse, Intercom Charity for further specialist assessment and guidance.

How does Isca Academy evaluate the effectiveness of the provision for children with SEND?

Isca Academy monitors the progress of all its students, 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 SEN 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 students are getting the support that they need and that they are able to engage in the activities of the school

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| | <p>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.</p> |
| <p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p> | <p>The school is now following a data cycle of assessment and review following which academic reports are sent home to parents and carers. 'Class Charts' 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.</p> <p>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 students themselves, a plan of support will be drawn up and regularly reviewed through a Passport/Learning Plan Review.</p> |
| | <p>We follow a Graduated Approach to SEND</p> |
| <p>Assess</p> | <ul style="list-style-type: none"> • In identifying a student as needing SEN support (K), the class teacher, working with the SENDCo, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school. • The student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services. The students' needs and identified strategies to support them will be put onto a Student Passport 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 interven- |

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| | <p>tions 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 student responds to an intervention</p> |
| <p>Plan</p> | <ul style="list-style-type: none"> • Parents/carers, with their child, will meet with a member of staff; the teacher, tutor, Head of Learning Support, Lead TA or the SENDCo 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 Passport/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 student's profile on Provision Maps and ClassCharts. The support and intervention provided will be selected to meet the outcomes identified for the student, 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 student in achieving the desired outcomes. • Parents/carers will be formally notified by letter when it is decided to provide a student with SEN support (although parents/carers should have already been involved in the assessment of need). • So, if it is agreed that a student requires SEN support, all parties meet and develop a Plan detailing the support which will bring about the next part of the cycle. |
| <p>Do</p> | <ul style="list-style-type: none"> • The class teachers remain responsible for working with the student 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 SENDCo and/or Head of Learning Support will support the class teacher in the further assessment of the student'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. |

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| <p>Review</p> | <ul style="list-style-type: none"> • 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 student 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 student has complex needs involving more than one agency it will depend on the student’s 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 student’s needs, then the class teachers, working with the SENDCo, HoLS and other school staff, will revise the support in light of the student’s progress and development, with decisions on any changes made in consultation with the parent and the student. • 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. |
| <p>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</p> | <p>At Isca Academy we consider that all teachers are teachers of SEND and that good provision for students with SEND starts with quality first teaching in the classroom.</p> <p>All teaching staff and teaching assistants are provided with information about individual student’s needs via a Pupil Passport, which is written by the SEND Team 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.</p> <p>This Student 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 students 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.</p> |

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 students 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.

The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEND in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants.

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the pupil themselves.

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 student, is listed on their EHC Plan, which states the outcome 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. Isca Academy provides a tailored curriculum for some students so that they can access additional literacy and

numeracy support, through a variety of interventions, across all year groups.

What additional support for learning is available to pupils with special educational needs?

When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parent/ Carer meetings.

The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.

Examples of this support looks like but are not limited to:

- A comprehensive Pupil Passport identifying the student's barriers to learning and strategies to support that student.
- Targeted Intervention outside the classroom
- Adapted timetables
- Personalised curriculums
- A designated key worker

How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

We encourage all students to participate fully in extra-curricular activities, which have 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 students feel valued and empowered to participate and that their needs are supported rather than present as a barrier.

It is important that students 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 students with SEND in activities such as Student Voice and the Student Council to ensure that these students 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.

What support does the school provide for improving emotional and social development?

All students 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.

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, address these behaviours and facilitate successful reintegration 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 student'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.


What expertise and training do staff have to support children with SEND and how is specialist expertise secured?

We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND.

We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high-quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers are teachers of children with special

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| | <p>educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:</p> <ul style="list-style-type: none"> • The Communication and Interaction Team • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • School Nursing Team • Mental Health in Schools Team • Multi-Agency Support Team (MAST) • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer • Barnardo's • Social Care • Learning Mentor • Devon Advisory Service |
| <p>How do we secure the equipment and facilities needed to support pupils with SEND?</p> | <p>The SENDCo oversees the SEND budget and commissions services, such as our speech therapist and Educational Psychologist to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCo, for example buying Reader pens to support identified students or resources to support pupils accessing our specialist Communication and Interaction room.</p> |
| <p>How do we consult with the parents of children with SEND and involve them in their child's education?</p> | <p>From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. Daily opportunities for contact are provided at the end of the school day. If a longer conversation is felt necessary then a time can be made with the class teacher. Arrangements can be made to speak in more detail to the keyworker or SENDCo at any time by appointment or by emailing the Head of Year.</p> <p>Parents of children with special educational needs are at the heart of the decision-making process with regards to the</p> |

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| | <p>provision for that child. Provisions are reviewed regularly with the parents.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p> |
| <p>How do we consult with children with SEND and involve them in their education?</p> | <p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. This also involves support from Teachers and Teaching Assistants and other professionals.</p> <p>As part of our Learning Plan Review process, children are asked to comment on, what support is working well, what they feel is not working well, their aspirations and what they are good at. Pupil voice is also collected to form our support passes.</p> |
| <p>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</p> | <p>If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak the child's Keyworker. The keyworker can then involve and work with the SENDCo where necessary. A parent is also free to contact the SEND Team directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>If you would like to make a complaint, then please follow the Ted Wragg Trust's Complaints Policy.</p> |
| <p>How do we involve outside agencies in meeting children's SEND and supporting their families?</p> | <p>We have established relationships with outside agencies including the Educational Psychology Services, health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> |



We work closely with outside agencies including the Educational Psychology Service.

With parental consent, Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary.

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| <p>How will children be supported when moving to a new class or when joining or leaving the Academy?</p> | <p>A number of strategies are in place to enable effective pupil transition. These include:</p> <ul style="list-style-type: none"> • Allocation of a Keyworker • Pupil Passports • Allocation of appropriate support passes • Student Buddy system <p>For Y6 Transition, we have a dedicated page on our website for this, where we offer an enhanced transition process for our SEND students. Further information is available at: https://iscaexeter.co.uk/students/joining-isca-academy</p> |
| <p>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</p> | <p>Support for Parents and Carers can be found on the DIAS website: https://devonias.org.uk</p> <p>You can receive support and advice from Devon’s SEN 0-25 Team: https://www.devon.gov.uk/education-and-families/send-local-offer/who-to-contact-for-advice-and-guidance</p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p> |
| <p>Who are the best people to talk to in our school about my child’s difficulties with learning, special educational needs or disabilities?</p> | <p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary. • Personalised high-quality teaching of your child • Ensuring that the School’s Information report and policy is followed in their classroom for all pupils with SEN <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the Schools SEND Information Report and Policy • Co-ordinating all of the support for pupils with SEND • Ensuring that you are: <ol style="list-style-type: none"> 1. Involved in supporting your child’s learning 2. Kept informed about the support your child is receiving 3. Involved in reviewing how your child is doing |

- liaising with all other professionals who may be coming in to school to support your child
- Updating the schools SEND Register and making sure that the records of your child's progress are kept up to date
- Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress.

The Headteacher is responsible for:

- The day to day management of all aspects of the school; this includes the support for pupil's with SEND.
- The Headteacher will make sure that the governing body are kept up to date about issues relating to SEND.

The SEND Governor is responsible for:

- Making sure the necessary support is given for any child with SEND that attends the school.

Impact

What has gone well this year?

- Our SEND pupils access our broad and ambitious curriculum which is captured through learning walks and pupil voice which in turn demonstrates that our children and young people feel supported and happy in their setting;
- Families and children identified as SEND Support have been supported by the Inclusion Team and offered external support;
- We have a high level of expertise in supporting pupils with SEND;
- We continue to deliver a range of interventions to reduce the impact of speech, language and communication needs on learning and attainment;
- We have developed strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for pupils with SEND.



September 2022