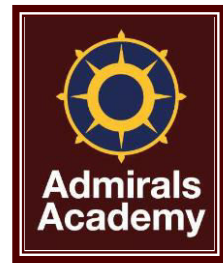




**Eastern Multi-Academy Trust**  
Empower - Motivate - Aspire - Transform



### **Admirals Academy**

#### ***Special Educational Needs and Disability Offer – Part of the SEND Local Offer for Norfolk***

#### **Eastern Multi-Academy Trust's mission statement:**

We exist to provide exceptional opportunities for all our students so that they can develop their potential to reach the highest levels of education. Every member of our academy family will be supported to aspire to be the very best that they can be.

All will be empowered to become stronger and more confident. Students will be supported to develop the skills, abilities and mental attributes needed to succeed for themselves and to develop a love of learning that will continue into adulthood.

Children and young people will be motivated to set themselves challenging life goals and be supported to develop the resilience to overcome any obstacles to this.

Individuals will develop and motivate each other and be passionate about reaching their maximum potential regardless of background. Opportunities will be life-defining to transform their life chances.

#### **Admirals Academy Mission statement**

Admirals Academy is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust academy we make every effort to be a truly inclusive school. We welcome everybody into our academy community and aim to support every child to reach their full potential.

#### **At Admirals Academy we believe that:**

- all children deserve a first-class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead
- everyone has hidden potential to be uncovered and nurtured.

Admirals Academy recognises that 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 and, as defined in the January 2015 Code of Practice, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 schools or mainstream post-16 institutions.

The academy makes provision in accordance with the Code of Practice [2015], the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs are identified in terms of learning, communication, interaction, emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to

monitoring the progress and development of all pupils. The academy believes that each child has a right to be involved in making decisions and exercising choices. The academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

Our Special Educational Needs and Disabilities (SEND) Offer

**Objectives of Admirals Academy's SEND provision:**

- to ensure pupils have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the child's needs and ability
- to ensure the identification of all pupils requiring SEND provision as soon as possible
- to ensure SEND pupils take as full a part as possible, as soon as possible
- to ensure parents are kept fully informed of their child's progress and attainment
- to ensure that SEND pupils are involved in making decisions affecting their future SEND provision
- to liaise with specialists and other agencies to access specialist support for pupils and parents.

**Admirals Academy's Local Offer-**

**Introduction**

Our academy offer has been created working in partnership with staff, pupils, governors and parents.

**Identification of SEND children**

At Admirals Academy we aim to identify children with special educational and disability needs as early as possible.

**What are Special Educational Needs?**

Some children have Special Educational Needs (SEND) this means they have greater difficulty in learning than most other children of the same age.

OR

A child may have a disability that makes it hard for them to use the same kind of educational facilities provided for the majority of children.

Up to 20% of children will experience a special educational need of some kind at one time or another

There are 4 broad areas of Special Educational Need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical.

**Who is responsible for SEND at Admirals Academy?**

The Principal has overall responsibility for SEND.

The academy has a designated SENDCo (Special Educational Needs Co-ordinator).

A named governor has an overview of SEND provision and impact.

Any concerns about a child should always be raised with the class teacher in the first instance.

## **How Admirals Academy Identifies SEND**

- Progress of all children is continually monitored by the class teacher
- We measure progress in learning against national and age related expectations
- Progress is assessed and discussed every half-term at Pupil Progress Meetings with the class teacher, SENDCo and Principal.
- Attendance and changes in behaviour are monitored and tracked.
- Children not making expected progress are identified as a target child and further support may be given in class to aid their progress. Initial concerns are raised with the SENDCo.
- If a child, after targeted work, does not make expected progress, an Intervention Pathway (Plan) will be put in place with specific provision agreed in discussions with parents, class teacher, child and SENDCo.
- The Intervention Pathway (IP) will have targets adapted into smaller steps, or a different approach may be tried to ensure that the child makes progress. IP's are reviewed regularly to measure the impact of support given and to set new targets.
- Further input from outside agencies might be requested or sought if the child continues to make very limited progress when impact of support is analysed.
- Parents are kept fully informed at all stages and permission sought if information needs to be shared with other agencies.
- We log and hold copies of all discussions and referrals. The views of all parties are recorded.

## **Support that may be available to a child with SEND**

- All children receive quality first teaching that meets the needs of all learners. Lessons are planned and differentiated to ensure that all children can access the learning. Teachers receive regular training and teaching and learning is monitored across the academy to ensure all children receive a good education.
- Specific small group work in or outside of the classroom. These are called intervention groups and are usually run by a teaching assistant under the direction of the teacher/SENDCo.
- Intervention Pathway (IP) put in place. This is a personalised learning plan. These are reviewed regularly with the parent, child and teacher.
- Mentor.
- Individual/small group support for social skills, nurture or pastoral support.
- Work with, outside agencies e.g. Speech and Language Therapy, Educational Psychologist, Occupational Therapist, etc.
- Other professionals may give additional advice, suggest strategies, set targets or support an intervention.
- Specific equipment or resources may be loaned or purchased.
- The academy site is adapted to meet the needs of SEND pupils. We have 3 disabled toilets, stairlift, hoists, showering facilities, sloped access points, wide doors and designated parking.
- Additional transition support/opportunities for children entering or leaving the academy.
- Ongoing communication with parents/staff and child via Home/Academy Link book, reports, face to face meetings.
- A request may be made to the Local Authority to carry out a Statutory Assessment of a child's needs.
- Children may be assessed for an Education Health Care plan.

## **How do we know that SEND provision is effective?**

- Pupil progress is monitored half-termly.
- Regular moderation of work is carried out in year teams, by subject leaders, middle leaders and senior leaders.

- Lesson observations.
- Trust reviews.
- Feedback to and from Eastern Multi-Academy Trust, Local Authority and Ofsted.

### **Useful links and further information**

Parent Partnership 01603 704070

Code of Practice 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Local offer [www.norfolk.gov.uk/send](http://www.norfolk.gov.uk/send)

### **Admirals Academy Office**

**01842 753993**

SENDCo: Miss Buckle

SEND Link Governor: Mrs. Zoe Brown

### **Admirals Academy SEND Provision**

#### Curriculum and Support

All pupils receive quality first teaching from their class teacher. Lessons are planned to include clear differentiation so that all children can access a broad and balanced curriculum, enabling them to make good or better progress. This could include 'extra practice' activities, repeated/over learning and information/instructions broken down into small chunks. Additional adults support identified individuals with SEND to ensure that all learning needs are met. Teaching and learning is closely monitored and reviewed half-termly by the Senior Leadership Team. Those children identified as making little or no progress are targeted for in-class support by the Class Teacher and Teaching Assistant.

#### Individual Plans

All children set learning targets in collaboration with their Class Teacher for English and Maths. SEND pupils are provided with an IP: specific, personalised targets broken down into smaller steps in order to help them progress, again in consultation with their teacher where possible. SEND pupils are identified by raising a concern with the SENDCo and Principal, then placed on an Intervention Pathway (IP) when in-class targeted support has not shown any impact on review after 6 weeks; or when gaps in learning remain or show signs of widening. IP's are shared with parents and next steps for learning discussed, including the intervention programme to be followed and the expected outcomes. Children with an IP will be listed on the SEND register and a copy of the IP will be sent home. IP's will be reviewed at least termly (three times a year) and ideally coinciding with Pupil Progress Meetings and parents' evenings. For LAC/CLA (Looked after children) the IP could be in partnership with their PEP. Parents should meet with the Class Teacher and, at times, the SENDCo at least 3 times a year to discuss their child's progress. Targets set on the IP are linked to the child's greatest need in order to get the desired outcome. This may involve visual, environmental factors such as traffic light systems used for managing noise levels or demonstrating understanding of a task. Visual timetables, pencil grips and checklists are other methods of support used, to name just a few.

#### Staffing and Interventions

Specific intervention sessions are timetabled and led by appropriately trained staff e.g. Emotional Literacy Support Assistant (ELSA). Clear outcomes are set for the groups of children involved. Attendance at these sessions is recorded, as well as progress against the set learning objectives. Intervention staff feed back to the Class Teacher and the SENDCo. They keep records of the sessions and any observations in their file which is always available for monitoring. All interventions are recorded on the SEND provision map alongside the costings. This information is linked to the Academy Development Plan (ADP).

Staff work closely with external agencies and organisations to work in the best interests of the child and utilise expert knowledge and skills e.g. Physiotherapists, Back-Up Trust.

### Graduated Approach

After approximately 6 weeks (a cycle of APDR [Assess, Plan, Do and Review]) the targeted intervention will be reviewed and, if no progress has been made, the SENDCo may carry out further observations or assessments as appropriate. The SENDCo may also request advice from another agency or specialist. All of this will be discussed with the parents and their views taken into account and recorded. Intervention work will continue and targets will continue to be reviewed. After analysis of assessment results, another professional may become involved in setting specific targets for the child and/or working with them. An Educational Psychologist's assessment may be requested at this stage.

### Education and Health Care Plans (EHCP)

If appropriate, when all the evidence has been gathered and scrutinised, it may be that a statutory needs assessment for an EHCP is requested. If an EHCP is already in place for a child, the SENDCo will oversee the Class Teacher in delivering the required support. This may include 1-1 support, specialist resources and additional provisions. It could also include tailored transition arrangements. EHCP's are reviewed annually and include the views and wishes of the child and all adults in their life. Discussions are held regarding the current provision and this continuing, being amended or the EHCP ceasing as there is no longer a need for it to be in place.

### Further Information

The SENDCo will work closely with the Attendance and Behaviour Lead and liaise with all Designated Safeguarding Leads (DSL) regarding any safeguarding concerns.

EMAT SEND Policy,  
EMAT Equalities Policy,  
EMAT Accessibility Policy and Admirals Academy Accessibility Plan  
EMAT Self-Harm Policy and Procedures.

Reviewed 19.3.19

*Where Everyone Matters*

