

## **Academy Transformation Trust's Offer for Children with Special Educational Needs or Disability**

### **Academy Transformation Trust Mission Statement:**

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

We believe that:

- All children deserve a first class education
- All schools can be transformed to being judged as outstanding
- All learners can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- All of our staff feel valued and supported in reaching their full professional potential.

ATTFE College recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty 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.

ATTFE College makes provision in accordance with the Code of Practice [2014], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] and the Equality Act [2010]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs or disability is identified in terms of four broad areas:

- Communication and interaction
- Cognition and learning
- Social and emotional and mental health
- Sensory and physical needs.

The identification of SEND should be built into the overall approach to monitoring the progress and development of all learners. ATTFE College believes that each child and their parents have a right to be involved in making decisions and exercising their choices. ATTFE College 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 learners.

The Trust's objectives for SEND provision in all our academies is:

- To ensure learners 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 learners requiring SEND provision as soon as possible
- To ensure SEND learners take as full a part in the life of the academy as possible
- To ensure parents are kept fully informed of their child's progress and attainment
- To ensure that SEND learners are involved in making decisions affecting their future SEND provision □
- To liaise with specialists and other agencies to access specialist support for learners and parents.

# ATTFE College SEN Information Report 2020-2021

## Introduction

Welcome to our SEN information report which is part of the Nottinghamshire Local Offer for learners with Special Educational Needs or Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for learners with SEND. The information published will be updated annually.

More information about what support is available within Nottinghamshire can be found at the Nottinghamshire Local Offer website: <http://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

ATTFE Colleges' SEN policy can be found on our website along with our Accessibility Plan.

## What are Special Educational Needs (SEN)?

The term "special educational needs" has a legal definition and at different times in their school career, a child or young person may have a special educational need.

### The Code of Practice 2014 defines SEN as:

"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 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 schools or mainstream post-16 institutions."

This means that some children will need extra help from that given to other children of the same age. Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language, or how they relate and behave with other people.

Many children will have some kind of SEN at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. It is only a few children that may need extra help for some or all of their time in school.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. The Special Educational Needs Co-Ordinator (SENCO)

The SENCO at ATTFE College is Cynthia Horridge who is supported by Head of Learner Experience (Katie Barrett). It is the Head of Learner Experience who is responsible for the day to day operation of the SEN policy and co-ordination of specific provision put in place to support individual learners with SEN including those who have Educational Health Care (EHC) plans. The SENCO is responsible for inputting specialist knowledge / care about the different strategies and approaches to implement to support individual / groups of learners. The Head of Learner Experience and SENCO work closely with staff, learners, parents and carers and other agencies, in order to provide the best and most appropriate support for your child with the resources that are available. You can email the Head of Learner Experience using the following email address: [K.barrett@attfe.org.uk](mailto:K.barrett@attfe.org.uk)

The SEND Governor is Pete Edwards.

## **Identification and Assessment of Need**

We place great importance on identifying special educational needs early so that we can help young learners as quickly as possible.

When your child first comes to us we use information from:

- Secondary school colleagues
- End of key stage 4 levels
- Base line testing, Cognitive Ability Tests and other initial tests in year 7
- Parents/carers, application form information
- Subject teachers
- Specialist colleagues, external agencies.

As your child gets older we use information or referrals from:

- Termly assessments and interim data
- Subject teachers and tutors
- Parental concerns
- External agencies
- Diagnostic tests
- Views of the learner.

We also assess progress in areas other than attainment for instance where a learner needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put in extra interventions and support to meet those needs.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

### **Difficulties related solely to limitations in English as an additional language are not SEN.**

Where a learner is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the SENCO working with the subject teachers, Head of 16-18 and other relevant staff members to assess whether the child has SEN. The learner's response to such support helps to identify their particular needs.

### **Parents- What to do if you have any concerns or worries**

If you think your child may have a special educational need that has not been identified, you should contact the SENCO, who will arrange a meeting to discuss your concerns.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the learner's parents.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

## **How do we involve parents, carers about their child's education?**

ATTFE College firmly believes that developing a strong partnership between parents/carers, the learner and school is important to the success which will help SEN learners to achieve their potential. We recognise that parents/carers have a unique overview of their child's needs and how best to support them. We will consult parents about all the decisions that affect their child. We aim to keep you up to date and involved with your child's progress through:

- Termly Progress reports
- Notes in diaries
- Email
- Telephone calls
- Appointments made with individual teachers
- Annual reviews (for those with an Education Health Care Plan).

ATTFE College provides information for parents through:

- Information on the website
- Open evenings
- Letters home
- Facebook/Twitter
- Text system
- Termly Progress reports.

## **How else can parents/carers be involved?**

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Attending any meetings specifically arranged for your child
- Keeping us informed of any changes that may affect your child's progress in the academy.

## **How can your child contribute?**

Learners are encouraged to:

- Actively and positively engage in the learning experience and any interventions offered
- Attend tutorials
- Take part in learner focus group activities
- Read and assimilate the twice monthly learner newsletter.

## **SEN Support in ATTFE College**

ATTFE College provides help and support for a range of SEN as identified under the four broad areas of need according to the Code of Practice June 2014.

They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Tutors are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff

- High quality teaching, differentiated for individual learners, is the first step in responding to learners who have or may have SEN
- All staff working with learners who may have a suspected SEN in any of the areas above will differentiate their teaching in order to meet their learning needs.

We regularly review how we provide support across these areas.

Only a few learners will require interventions which are additional to and different from the differentiated curriculum provided for all learners.

If we feel that your child needs additional support, we offer a range of interventions that can be discussed and agreed with you. These may include some of the following but each child will be assessed on an individual basis and appropriate support put in place to meet their specific needs.

Differentiated teaching within the classroom:

- Additional support from a teaching assistant
- Alternative provision where appropriate
- Interventions from the learning support department
- English and or Maths interventions with a specialised teacher
- Referral to an appropriate external agency
- Access to specialised equipment
- Meet and Greet
- Start Right / End Right
- Bespoke pieces of work, for example, but not limited to:
  - Small steps
  - Getting to know me
  - One to one support
  - Circle of friends
  - Anxiety curve.

### **The Learning Support Department**

Our Learning Support Department is dedicated to offering extra support to those learners who have been identified as having additional needs.

We offer learners short-term support when they may be unable to access their normal lessons for a variety of needs including medical, social and emotional difficulties.

ATTFE College has a pathway guide to behaviour interventions and this includes behaviour resilience mentoring and counselling. These interventions offer bespoke interventions to learners who may be experiencing difficulties in managing their behaviour appropriately and offers a range of strategies and programmes depending on the individual's needs. Some of these interventions and support services are group based and/or 1:1 based.

Counselling Services are used to support the development of young people who may be experiencing difficulties in managing their behaviour

## **What other services are available to support learners with SEN?**

ATTFE College has developed positive working relationships with a number of professionals and outside agencies and that may be called upon to support learners with SEN where appropriate. These include:

- Family Services Support
- Social Services
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)
- Health Service (e.g. GP, Paediatrician, local Health Trust)
- Careers Guidance
- Other external agencies/partnerships/specialist agencies
- Charities.

We will always consult with parents, carers and the young person, before contacting external agencies for support.

## **Requesting an Education, Health and Care Needs Assessment.**

A very small number of learners may need further support and in this case, in consultation with parent, carers and other professionals we may ask Nottinghamshire County Council to consider a learner for an Educational, Health and Care Plan needs assessment (EHC Plan). An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. This is a legal document which has replaced the statement of special education needs and provides details about the education, health and social care support that is to be provided to the learner who has SEN or a disability. It has clear and measurable outcomes that must be worked towards and reviewed on a regular basis.

## **How do we provide an inclusive education for all young people?**

We are firmly committed to providing equal opportunities for all, regardless of whether they have SEN or additional needs. All our learners have access to a broad and balanced curriculum, facilities, trips, and experiences.

## **How do we approach teaching children and young people with SEN?**

Our approach at ATTFE College is to ensure that we see all our young people as individuals and all our staff are committed to meeting the needs of all our learners. We promote the belief that every child has a right to an education and:

### **“All teachers are teachers of children with special educational needs”.**

All staff participate in regular continuing professional development (CPD) throughout each academic year. As part of whole school CPD, staff are regularly advised and updated on the needs of individual learners and plan and adapt lessons accordingly to ensure that they provide an inclusive and accessible curriculum for all our learners taking into account individual needs. Further specialist advice and support can be called upon if the need arises.

## **What if I am concerned about Bullying?**

We recognise that bullying can occur and young people with SEN are often vulnerable and so may become a target for bullies. We operate a zero tolerance on bullying and our anti-bullying policy can be found on our academy website. Our curriculum content covers information on bullying and cyber bullying with useful contact details if there are any concerns in.

If you have any concerns that your child may be being bullied, you need to contact school and speak to your child's:

- Head of 16-18
- Learner Experience Manager
- Tutor
- Any senior member of staff.

**What do I do if I have any concerns about the provision my child is receiving?**

Please contact the Linda Hill on the ATTFE College complaints number 07549925299 to raise any concerns you have. We would also encourage you to speak with the young person's:

- Tutor
- Head of Year 16-18
- Learner Experience Manager
- Any senior member of staff.

If you need independent advice and support you may contact Ask Us Nottinghamshire on 0115948288. They also have a Helpline number which is 01158041740.