

Ian Ramsey CE Academy SEND Information Report and Local Offer: 2023-2024

The SENDCo at Ian Ramsey CE Academy is Mrs K. Jevons (SENDCo).

Mrs Jevons has completed the National Award for Special Educational Needs Co-ordination.

To contact the SENDCo please call 01642 585205

The SEND Link Governor is Sophie Moss

What is the SEN information report?

The SEN Report contains information for parents and carers of children who have Special Educational Needs and/or Disabilities (SEND) and all those who have additional needs. This information outlines the support and provision they can expect to receive if they choose Ian Ramsey CE Academy.

What can I expect if I send my child to Ian Ramsey CE Academy?



Ian Ramsey CE Academy believes that every child has the right to receive a high-quality and personalised education through fully inclusive teaching. Our aim is to ensure that each pupil is happy and cared for effectively in a learning environment that promotes their academic, physical, social, emotional, cultural, moral and spiritual development, equipping them for life after school in further education, training or the workplace.

We want all our young people to enjoy school and achieve well; we pride ourselves on providing an inspiring learning environment and encouraging our pupils to access all the opportunities that we provide. We believe that by working collaboratively with parents/carers, pupils and external agencies that we can support the special educational needs of our pupils. Our staff nurture positive relationships, caring for pupils throughout their education, to ensure that they emerge from secondary education well-prepared and furnished with the knowledge, skills, and experiences they will need to flourish in modern British society and live **'live in all its fullness'** (John 10:10).

All teachers and classroom-based support staff are teachers of children with special educational needs and have a responsibility to meet these needs.

Definition of Special Educational Needs (SEN)

- Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for them.
- Children have a learning difficulty if they have a significantly greater difficulty in learning than most children of the same age or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools. (SEN Code of Practice 2015)
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Ian Ramsey CE Academy aims to make appropriate provision for children recognised within the four broad areas of SEND need, as outlined in the Code of Practice:

- **Communication and Interaction**
Includes pupils with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC).
- **Cognition and Learning**
Includes pupils with Specific Learning Difficulties (SpLD) such as Dyslexia or Dyscalculia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Emotional and Mental Health**
Includes any pupils that have an emotional, social, or mental health need that is impacting on their ability to learn.
- **Sensory/physical needs**
Includes pupils with hearing impairment, visual impairment, multi-sensory impairment, and physical difficulties.

At Ian Ramsey Academy, we have experience of supporting young people with a range of needs such as:

Communication and Interaction

- Autistic Spectrum Condition (ASC)
- Speech, Language and Communication (SLCN)

Cognition and Learning

- Specific Learning Difficulties (SPLD) e.g., Dyslexia, Dyscalculia, Developmental Coordination Disorder
- Moderate Learning Difficulties (MLD)

Social, Emotional, Mental Health Difficulties (SEMH)

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety
- Attachment and trauma

Physical/Sensory

- Hearing Impairments
- Visual Impairments
- Sensory Processing Needs
- Gross and Fine Motor skills

For further information, please refer to our SEN Policy. This can be found on the Academy's website.

Quality First Teaching

Ian Ramsey aims to provide high quality teaching to all our pupils, irrespective of needs. Through our DEEP curriculum, we offer all pupils a first-class education based on high-quality teaching and a range of experiences outside of the classroom. Our curriculum aims to provide a broad and inspiring academic experience, which is interesting, challenging, and relevant to the needs of our pupils.

Identification of Needs

All staff are responsible to assessing, monitoring, and tracking the progress of pupils on a regular basis. Class teachers use assessment data regularly to identify pupils of concern and are expected to raise concerns with the SENCO, in liaison with Heads of Department, Heads of Year and parent/carers.

What should I do if I think my child has Special Educational Needs?

If you have concerns that your child may have a Special Educational Need you should talk to the SENDCo. You should talk to them about:

- Why you think your child has SEN
- Whether your child learns at the same rate as other children their age
- What you think the Academy can do to help
- What you can do to help

The SENDCo may meet with the child or young person to gather their views and may observe the pupil and/or conduct some assessments in addition to speaking to class teachers and support staff about the pupil's progress. The SENDCo will then use the SEN Code of Practice (2014) to decide whether your child meets the criteria to be placed on the SEND Register or if reasonable adjustments can be put in place to support the learning of your child. The SENCO and parent/carer may agree that an external specialist such as an Educational Psychologist should become involved to carry out further assessments.

If your child is placed on the SEN register, the SENDCo will initiate the Graduated Response and the four-part cycle of assess, plan, do review. Parents and pupils will be involved in this process.

For further details, please refer to the Academy's SEND Policy which can be found on the website.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The SENDCo – Mrs K Jevons

Responsible for:

- Checking and reviewing the progress of students on the SEND register.
- Identifying, planning, and delivering any additional help students may need e.g., intervention, additional in class support.
- Informing all teachers of the pupils needs and the strategies they should implement.
- Ensuring that the school's SEND Policy is followed by all teachers when teaching pupils with any SEND.
- Developing and reviewing the school's SEND policy.
- Ensuring that parents are involved and kept informed in decisions supporting their child's learning.
- Liaising with outside agencies who support individual students e.g., Speech and Language Therapy, Educational Psychology, CAMHS etc.
- Updating the school's SEND register ensuring that all the SEND needs of pupils are known.
- Providing specialist support for teachers and support staff in the school so that they can help pupils with SEND to make progress.

Department Staffing

- Sophie Moss – Trust Governor SEND
- Mrs K Jevons – SENDCo
- Mrs S Darnbrook – Assistant SENDCo
- Mrs D Whittingham- SEND HLTA
- Mr M Lupton- English HLTA
- Mrs K Watson- Maths HLTA
- Mr R Ellison- Science HLTA
- Mrs A Watson – LSA
- Mr C Hay– LSA
- Miss A Davey - LSA
- Ms. H Hill – LSA
- Ms. H Gordon - LSA
- Miss A Kaur-Singh – LSA

Individual Health Care Plans

- If a pupil has a medical condition, the parent/carer must make an appointment with the Lead Practitioner for Medical, Physical and Mental Health (Mrs D Taylor) or First Aid Coordinator (Mrs H Rose) and complete an Individual Health Care Plan in school.

- The Individual Health Care Plan will state instructions regarding any medication which may need to be taken in school.
- All medication is stored in, and administered from, a secure, locked cupboard or refrigerator.
- The Individual Health Care Plan will identify the action needed in the case of an emergency.
- Asthma sufferers must always carry inhalers with them.
- EpiPen users must always carry their EpiPens with them.
- Records will be kept of those students with asthma and any medication taken.
- A Medical register is accessible for all staff to refer to and details are on the class register.

How does Ian Ramsey CE Academy organise support for children with SEND and what are the different types of support available for children with SEND?

As far as possible, pupils with SEND are fully integrated into mainstream classes. Every effort is made to ensure that all pupils have full access to a broad, balanced and relevant curriculum and are part of all aspects of the Academy.

The main methods of provision offered by the Academy are:

- Quality first teaching
- Additional help and support offered by class teachers.
- Lessons and resources that are adapted to ensure they are accessible to all learners.
- Pastoral support
- Periods of withdrawal to work with a Learning Support Assistant (where appropriate)
- In-class support provided by a Learning Support Assistant/pastoral members of staff
- Access to the Learning Zone/Quiet Room/ Intervention Room
- Subject specific intervention
- Specific strategies (suggested by the SENDCo) put in place.
- Alliance
- Behaviour support
- Bedrock Vocabulary
- Sparx maths
- Early Leave/toilet/lunch/time out pass.
- Access to lift with a pass
- Homework club in the LRC

What additional intervention may my child receive at Ian Ramsey CE Academy?

If your child requires support over and above what is delivered by the teacher in the mainstream classroom they may be given:

- Learning Support Assistant to support in class
- Literacy and/or numeracy interventions.
- Adapted materials or specialist equipment
- Sen Support meetings
- 1:1/small group reading/phonics

- Lunch and break time support in the Learning Zone or Intervention Room
- Learner profiles available to staff, along with other information on the SEN register
- Exam access arrangements
- Specialist Literacy Teacher Assessment
- Educational Psychologist assessment
- Behaviour Support
- Intensive pastoral support
- Early Help Referral
- Child and Adolescent Mental Health Services (CAMHS) referral
- Neuropathway referrals
- One Point Panel requests
- Access to Learning Zone during timetabled lessons
- Referrals into therapeutic support e.g. Alliance
- SEMH interventions e.g. Thrive
- Sensory/Physical interventions e.g. OT in Ten

What happens if my child has a high level of need?

The SENDCo will be an integral part of the process when planning the transition for your child to ensure that the appropriate level of support is in place. Your child will be monitored regularly, and their plan reviewed regularly: support will be adjusted as necessary. The SENDCo will liaise with other professionals that work with your child and will seek advice from them as and when necessary. If your child also has health needs, an individual health care plan will be written for your child. Staff will be informed of any adjustments that need to be made. Your child may be entitled to additional support in exams and assessments such as being provided with extra time.

How will I be informed about my child's progress?

- Your child's progress is continually monitored by their subject teachers, Head of Year and SENDCo.
- Data including your child's level's will be sent to you 3 times a year.
- Pupils with an Education, Health and Care Plan will have a formal review of their plan annually. This meeting will include the child, parents and/or carers and any other professionals who work with the child.
- Student feedback will be taken through questionnaires to evaluate support.
- Parents' Evenings and review meetings operate throughout the school year. Parents and carers are able to make appointments with specific members of staff upon request.

How will the Academy prepare and support my child when they join the Academy or move on to Further Education or Training?

The SENDCo will be an integral part of the process when planning the transition for your child to ensure that the appropriate level of support is in place.

Year 6 into Year 7

Ian Ramsey CE Academy works closely with our feeder primary schools to ensure that the transition process begins in Year 6. The Head of Year 7 and the SENDCo will make visits to each primary school to discuss each child's individual needs. The SENDCo will then meet with each primary school SENDCo to discuss the needs of pupils with SEND in more depth. The SENDCo or Assistant SENDCo from Ian Ramsey Academy will attend any review meetings and will ensure that the appropriate support is put in place. We also have open evenings for parents/carers and their children to attend.

Pupils on the SEND register will be invited to attend an additional transition visit; this process is called Enhanced Transition.

On entry to the Academy, each pupil's attainment will be assessed. Where pupils are identified as having SEN school staff will:

- Use the information from the previous school to shape the pupil's curriculum and pastoral support
- Identify areas of strength and weakness (and note areas that may require support)
- Ensure ongoing assessments provide regular feedback in order to plan for learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding
- Involve pupils in planning their own targets
- Involve parents/carers in a home-school learning approach
- Link with the careers advisor regarding the most appropriate post-16 placement

In year transfers

Where a pupil transfers to us part way through the year, the two schools will exchange information. If necessary, the two SENDCos will meet to discuss the pupil's needs and any provision which should be made.

How will my child's needs be identified and assessed?

At Ian Ramsey Academy we aim to identify any additional needs as early as possible for each child to reach their full potential. Teaching and supporting pupils with SEND is a whole school responsibility.

All teachers are responsible for identifying pupils with SEN and, with the SENDCo, will ensure that those requiring different or additional support are identified. Regular assessment ensures that pupils who are not making academic progress in line with their peers can be identified effectively.

Early identification of pupils with SEN is a priority. The Academy will use appropriate screening and assessment tools to ascertain pupil progress through:

- KS2 reviews and transition data
- Standardised screening or assessment tools (reading and spelling baseline assessments)
- Information provided by previous school/schools
- Evidence obtained by teacher observation/assessments

- Their performance when judged against the appropriate National Curriculum Level Descriptions
- External support services may also play an important part in helping the Academy identify, assess and make provision for pupils with SEN

How will Ian Ramsey CE Academy ensure my child is included in all aspects of school life?

Pupils identified as having SEN are integrated into mainstream classes with appropriate support. Every effort is made to ensure that they have full access to a broad, balanced, and relevant curriculum and participate in all aspects of school life. We value pupils of different abilities and actively support inclusion.

Within the Academy both staff and pupils will be consistently involved in deciding the best ways to support each child's individual needs. There is flexibility in the approaches used to cater for these individual needs.

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision and reasonable adjustments will be made for all pupils with SEN.

Within each class, teaching and learning will be adapted to ensure effective learning. Grouping to support children with SEN will be part of this process.

How will staff in Ian Ramsey Academy support my child's learning?

The curriculum is developed and adapted to include appropriate learning outcomes for all pupils.

Adaptive teaching takes a variety of forms within each teacher's planning. Alternative methods of responding or recording may also be planned.

Children with sensory or mobility impairments, or a specific learning difficulty, will be given access to the curriculum through more specialist resources e.g. ICT, Communication Aids, and specially adapted subject specific equipment where it is identified as appropriate. Assessment of need and the provision of any additional equipment will be arranged through a collaboration with external agencies. Needs and adjustments will be considered on an individual basis.

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

We recognise that each individual pupil learns at different rates and that there are many factors that may affect their achievement, including ability, emotional state, age and maturity. We aim to provide an adapted curriculum appropriate to the individual needs and abilities of each student. Students will be given appropriate support in order that they experience success. Each student is treated as an individual and as such provision is tailored to meet individual needs and abilities.

What specialist resources and services are available at or accessed by Ian Ramsey Academy?

The Academy employs a member of staff who is responsible for health care coordination. They are responsible for coordinating the everyday care of children with physical/medical needs and creating, monitoring and updating documents such as:

- Individual Health Care Plans
- Moving and Assisting Plans
- Personal Evacuation Plans
- Emergency Care Plans
- Medications Policy

Ian Ramsey CE Academy recognises the important contributions that external support services make in assisting to identify, assess, and provide for our SEND Pupils. If considered necessary, colleagues from other support services will become involved with SEND pupils. These agencies include:

- Educational Psychologist
- SEND Information, Advice and Support Service through Stockton Local Authority
- School Support Advisor
- School Nurse, Consultants, GPs etc.
- Speech and Language Therapy Service
- Occupational Therapy Service
- Child and Adolescent Mental Health Services (CAMHS)
- Careers guidance
- The Virtual School (for Children and Young People in our Care)

In addition, important links are in place with the following organisations:

- The Attendance Team
- Social Care
- Local colleges

How will I be involved in discussing, planning and supporting my child's education?

The partnership between parents/carers and ourselves is considered crucial. It is an important factor in the success of our pupils, and we are keen to ensure that you are well informed about the progress of your child. Parents/carers have a unique overview of their child's needs and how best to support them.

Both pupils with SEND and parents/carers are fully involved in any decision making. Pupils are encouraged to participate in decision making processes that affect them. Parents/carers and pupils are invited to take place in SEN support meetings or review meetings to discuss outcomes and progress and to contribute their views.

Parents' Evenings provide regular opportunities to discuss concerns and celebrate progress.

Parents/carers are able to make appointments with specific members of staff upon request.

The SEND Information Advice and Support Service (SEND IASS) can provide independent support and advice to all parents/carers of pupils with SEND. They can be contacted on 01642 527158

What if my child needs transport to or from school?

If your child has an Education, Health and Care Plan they may be entitled to a taxi funded via the local authority. Home to school transport is the responsibility of the Local Authority.

What care, guidance and support is available at Ian Ramsey CE Academy?

The emotional wellbeing of our pupils is very important to us. We have an effective, well established pastoral team as well as policies in place to ensure that pupils feel safe and understand what is expected of them in terms of their behaviour and conduct.

We are a fully inclusive, caring community who value and celebrate diversity. All children should be valued equally, and we strive to eliminate prejudice and discrimination.

All pupils are placed in a tutor group on entry where they have daily access to their form tutor. Here, they can discuss any problems or concerns.

We have a Lead Practitioner for Medical, Physical and Mental Health who works with pupils as well as raising the profile of mental health within the Academy.

All pupils access a Personal Development (PD) curriculum that reinforces British values and includes issues of disability, difference, and valuing diversity. PD promotes well-being and enables pupils to develop their potential as healthy, enterprising, and responsible members of society.

All staff take the safeguarding of students very seriously and have the required level of safeguarding training as well as a designated team of staff who have more in-depth training. There are policies and procedures in place to ensure the safety of all.

The Academy employs a member of staff who is responsible for health care coordination. They are responsible for coordinating the everyday care of children with physical/medical needs including the administering of medications.

What training have the staff supporting my child had?

The SENDCo is a qualified teacher and has completed the National Award for Special Educational Needs Co-ordination. Regular SENDCo network meetings are attended that provide updates on any developments in SEND and inclusion.

All our staff receive regular training to ensure that they can provide the very best education, care and support to you child. Within the SEND team individuals have been trained in the following areas:

- Dyslexia
- Specific Learning Difficulties (SPLD)
- Autistic Spectrum Condition (ASC)
- Safeguarding
- Emotional Literacy
- Attachment and Trauma
- Speech, Language and Communication
- Behavioural, Emotional and Social Difficulties

- Administration of Medicines
- Epi-Pen Administration
- Hearing impairments

Additional SEND training is provided for staff through meetings, continuous professional development sessions, INSET days and external training days. All staff have access to professional development opportunities.

Who should I contact for further information about my child?

- The SENDCo – Mrs K Jevons
- Assistant SENDCo – Mrs S Darnbrook
- Your child's Tutor or Head of Year
- Individual subject teachers
- The Attendance Officer – Miss R Robertson/Mrs A Rennison
- Headteacher – Mr M Patrick

Who can I contact if I have a complaint?

- If a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If you feel that your complaint has not been resolved, please contact the Headteacher (See Complaints Policy for more information)

Stockton's Local Offer

The aim of this page is to provide comprehensive and up to date information on local organisations, services, activities and events relating to children and young people and their parents/carers as well as professionals working with families.

Please click on the following link to take you to Stockton's Local Offer:

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>

Monitoring and Review

The SEND Information Report will be reviewed annually by the SENDCo.

Date Document Reviewed: September 2023