



DAYSPRING TRUST – NOW NORTHERN LIGHTS LEARNING TRUST

Ian Ramsey CE Academy SEND Report to Directors

Northern Lights Learning Trust (NLLT) have adopted all policies pertaining to Dayspring Trust – Ian Ramsey CE Academy and Venerable Bede CE Academy – from 1 February 2023 and will be reviewed in due course.

Ratified by: Board of Directors
Date of review: Autumn Term 2022
Date of next review: Autumn Term 2023

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

"Together to learn, to grow, to serve."

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in its various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

"Soar to the heights together"

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

School profile for SEND

What is SEND:

The Code of Practice 2014 states that a child or young person has a special need 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” There are four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, Emotional Mental Health Difficulties
- Sensory and Physical Difficulties

Academy SEND Overview:

The Academy has a Team of Staff to support pupils with Special Educational Needs including SENDCo, Assistant SENCo, HLTA's and LSA's.

The SENDCo (Mrs K Jevons, jevonsk@ianramsey.org.uk) is responsible for overseeing the day-to-day operation of the SEND department including:

- Developing and reviewing the SEN Policy
- Updating the SEN Register and pupil information so that staff can plan and deliver appropriately for individual pupils
- Monitoring and reviewing the progress of pupils on the SEND Register
- Liaising with parents so that they are fully informed, and with outside agencies who support our pupils
- Identifying pupils who require access arrangements for exams
- Working with other schools/colleges to ensure a smooth transition when SEND pupils arrive or leave

Approximately 17% of pupils have a Special Educational Need or disability. The register is a working document which is updated continuously. 0.8% of pupils on roll have an Education, Health and Care Plan. Numbers of pupils with particular needs can be seen in the table below. Some pupils have more than one area of need.

The SEND Trustee is Christine Inkster (contact katrina.durrans@venerablebede.co.uk)

Year 7		Year 8		Year 9		Year 10		Year 11	
SEN	EHCP	SEN	EHCP	SEN	EHCP	SEN	EHCP	SEN	EHCP
16.8%	4	17.45%	4	14.29%	1	17.3%	0	10.3%	0
14%	3	19%	4	20.67%	5	15.74%	1	15.6%	1

The table identifies 203 pupils with SEN. This figure is not an accurate representation of pupil per year group due to those pupils identified as having multiple SEN areas of Needs (co-morbidity).

Area of Need	Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
7	7	1	20	2	3	1	4	1
8	8	4	33	2	14	4	4	1
9	12	4	22	2	27	4	9	2
10	6	1	35	0	14	0	6	0
11	5	1	42	1	16	0	12	0
Total	38	11	152	7	74	9	35	4

*SEMh includes those pupils with a diagnosis of ADHD

Identifying pupils with SEND

How the school identifies pupils with SEND:

- The SENDCo/Assistant SENDCo and/or the Pastoral Team liaise with all Primary Schools to ensure that information on pupils arriving into the Academy in Y7 is shared in line with the Local Authority Transition Protocol (or with other schools in the case of any other admission).
- At the start of Y7 all pupils are assessed to ascertain their reading and spelling abilities. The SEND team leads the spelling assessments, and the Director of English leads the reading tests; these results are shared with the SEND department to identify pupils who need support.
- Subject teachers and parents share concerns about pupils if there is a need. Pupils who are not making expected progress may be referred to the SEND Team for assessment. The SEND team gather information, assess the need and offer support if needed in line with the Assess – Plan – Do – Review cycle.
- EAL pupils are assessed to determine their level of understanding and what support they might need. The SEND team leads these assessments.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to quality first teaching (wave 1 provision). Some pupils require a differentiated programme. Parents, carers and staff will be informed that the child has moved onto the special educational needs register and appropriate provision at wave 2 or wave 3 will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated Curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social and emotional difficulties, which have not been managed by appropriate strategies usually employed.

- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

What happens once a pupil has been identified:

The academy uses the **graduated response** as outlined in "The Code of Practice (2014)". To help with this process, a variety of screening procedures are used, which are then disseminated to Teaching staff.

Primary liaison

- Primary schools are visited/contacted throughout the year prior to transition. Any pupil identified as having an SEND need is referred to the SENDCO.
- The LA notifies the school about pupils who are transferring with EHC plans in the spring of their Year 5 where practicable. The SENCO attends their Annual Review in year 6 to ensure a smooth transition is made. At transition, the SENDCO becomes the LEAD Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer via the pupil Learner Profile.
- Information based on the results of national tests undertaken by pupils.
- The information provided through intervention and assessments, alongside the information in SEN files from primary and reports from external agencies identifies the pupils who need additional support and the level of support. This may be in the form of: In class support, additional intervention, counselling, PSP, 1-1, SEND mentoring, external agency involvement, etc

Additional tests available for pupils who may require further interventions include:

- Visual stress test
- WRAT4 word, reading and sentence comprehension
- GORT4 reading
- DASH speed handwriting
- Digit memory test
- Dyscalculia screening
- Sandwell Early Numeracy test
- WRAT4 Numeracy
- NRG (GL assessments)

Screening in other year groups

- Additional screening tests are administered when required; these are administered through a team of qualified professionals who specialise in the identification of barriers to learning and the delivery of intervention. In Year 9 pupils on the SEND register will be assessed for examination 'Access arrangements'. All our outcomes will be communicated to parents/carers by letter.

Staff Observation

- Members of staff consult with the SENDCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Parents are fully consulted as part of this process.
- The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A pupil's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Progress made by pupils with SEND

How Progress is monitored and reported:

- Progress of all pupils is monitored continually by subject teachers and Heads of Area in line with the school assessment policy.
- Progress Reports are sent to parents every term and an Annual Report is also issued.
- All pupils on the SEND register are allocated a SEND Key Worker, through the SEND Support Meeting Process, who has contact with parents at least every half-term.
- The SENDCo is available at all Parents' Evenings to discuss any concerns parents might have in addition to discussions with their child's subject teachers.
- For pupils with an Education and Health Care Plan (EHCP), there is a formal review meeting every year with all relevant adults and the pupil invited to the meeting. Interim reviews are also held if appropriate.

2022 Leavers

Most exams and assessments did not take place in the 2019/20 or 2020/21 academic years, due to the impact of COVID-19. School / college level results data was therefore not published in autumn 2020 or autumn 2021. Progress 8 for 2022 requires changes to its baseline, as KS2 outcomes have been reported as scaled scores instead of national curriculum levels since 2016. Secondary accountability guidance will be updated by the DfE during autumn 2022 - **Progress 8 scores are therefore pending.**

Update on the school's implementation of the SEND system

Provision

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of pupils at Ian Ramsey CE Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the pupil to achieve at least adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Graduated Response

- **Wave 1** - Quality first teaching by all teaching staff.
- **Wave 2** - Is initiated where pupils have failed to make adequate progress as identified by the SENDCO through the assessment arrangements.

Criteria for Wave 2 include:

- o Low Numeracy/Literacy scores
- o Low KS2 scores
- o Teacher's observations
- o Primary teacher's comments
- o Concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs.

Interventions may include:

- o Additional learning programmes such as Lexia, Hegarty Maths
- o Smaller group sessions and intervention delivered by HLTAs and LSAs
- o Small intervention groups for dyslexia, spelling, reading comprehension difficulties and social skills such as Theraplay and Attachment Aware Trauma Informed practice.
- o Appropriate teaching groups/sets
- o Group support on a regular basis

- Regular SEND Mentoring support

Wave 3

○ Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services such as the Educational Psychology Service. We may also seek support from CAMHS/Alliance and other appropriate external agencies.

They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

The Pupil Learner Profile is revised and new strategies are put in place following the involvement of pupil and parents. Should the assessments identify that a pupil with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

EHCP Assessment

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent /carer may decide to request that the LA begins the EHCP Process. This may lead to the pupil being provided with an EHCP. Information about any statutory assessments for EHC plans that have been submitted to the local authority (LA) and the outcomes of these shared with parents.

SEND funding

All pupils with SEND have access to the academy's budget up to £6,000. We use this to provide support across the curriculum depending upon need. Some pupils with SEND may also meet the national criteria to access additional funding, identified in their EHCP.

Any decision to consider an application for additional funding would be made after careful consideration by the SENDCo, Senior Leadership Team and key trust staff. This would then be submitted accordingly to the Local Authority High Needs Funding criteria.

- Staffing: AHT Strategic Lead for SEND, SENDCo, Assistant SENDCo, SEND Lead Practitioner for Medication and SEMH, x4 HLTA's, x7 full time LSA's, x1 Part time LSA's
- Laptops for pupils to fully access the curriculum
- Reader Pens for use in lessons and exams
- Costed Provision Maps for SEND pupils
- Those who are Pupil Premium and SEND are provided with additional support and resources in line with the school Pupil Premium Strategy.

Staff development

SEND staff development and continuing professional development (CPD):

- The Strategic Lead for SEND has achieved Attachment Lead in Schools status Level 6 Course and is a Level 2 PIVOTAL instructor

- The SENDCo has completed the National Special Educational Needs Award, focusing research on Attachment Aware and Trauma Informed Practice
- 1 member of the team are will be the Deaf Champion and will attend the Deaf Champion update course annually
- The SENDCo attends Local Authority SENCO Forum meetings termly and Secondary SENCO Hub meetings half termly
- A member of the team has completed EAL Level 4 Professional Practice Award
- The Strategic Lead for SEND and HLTA for English have attended SpLD dyslexia training
- The SEND Team have attended ASDAN Training
- The SEND Team have attended ASD Training
- The SEND Team have attended the EEF Metacognition CPD for TAs
- 3 members of the team have completed Mental Health First Aid Training
- 1 member of the team has attended training with the SALT service
- All members of the SEND team have regular training in Attachment Awareness
- 3 members of the team are trained THRIVE practitioners and 1 member of the team will be trained this year
- The Strategic Lead for SEND and a HOY are completing the SLT Thrive Practitioner course
- 1 member of the team is fully trained in THERAPLAY and 1 member of the team will be trained this year
- 1 member of the team has been trained through the Alliance Emotional Wellbeing Course
- The Strategic lead for SEND and SENDCo have secured, through Redcar Virtual School, VR Attachment Training for the SEND team and SLT

Work with external agencies

External specialist support services that work with the school:

- Educational Psychologist – Stockton LA does not have access to an EP at the moment.
- Specialist Teacher – visits school to complete Literacy assessments and Access Arrangements testing
- CAMHS – school will complete CAMHS assessment information, facilitate observations and liaise with the CAMHS and CAMHS Crisis Team as needed. School also seek and act on recommendations from the CAMHS Teams.
- Alliance Counselling – Pupils are referred when appropriate and have an initial assessment which then signposts to the appropriate intervention
- Occupational Therapy/Physiotherapy – School will seek to act on any recommendations provided
- Visually Impaired service/Hearing Impaired service – The HI/VI Champion liaises regularly with the agency staff and ensures recommendations are implemented in school
- Preventions, Family Support, Early Help Team, Eastern Ravens – school work with support workers to ensure the best package of support is available for the child
- School inform parents of the Stockton Parent Partnership – an impartial, independent service which will support parents with statutory assessments, attend meetings with them or accompany parents when they are visiting schools
- AHT for SEND and SENDCo have strengthened links with Stockton Virtual School and are part of the TIPS Network and working party
- Other agencies as appropriate