

Goole Academy – SEND Information Report - 2021/22

*6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the Governing Body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*
-Code of Practice, 2015 pg. 106.

The kinds of SEND that are provided for:

Goole Academy is a supportive and inclusive 11 – 16 school. We support and value the abilities of all our students regardless of their individual needs. It is our duty to provide equal opportunities for every person in our care and to offer a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Goole Academy adopts a 'whole school approach' to Special Educational Needs and Disabilities. All staff strive to promote inclusion of all students. The Academy is committed to ensuring that pupils with special educational needs and disabilities can fulfil not only their academic potential and achieve optimal educational outcomes, but also achieve physically, creatively, emotionally and socially.

We are able to cater for and provide for students with a variety of needs. The list below is used to help identify and classify the priority need in line with the most recent SEND Code of Practice. Please take into account that students may have more than one need type. It is usually deemed appropriate that a student with Severe or Profound Moderate Learning Difficulties would be educated in a specialist setting rather than at Goole Academy.

Different Learning Difficulties at Goole Academy:

- SLCN Speech, Language and Communication Needs
- SEMH Social, Emotional and Mental Health
- ASD Autism Spectrum
- VI Visual Impairment
- MLD Moderate Learning Difficulties
- HI Hearing Impairment
- SLD Severe Learning Difficulties
- MSI Multi-Sensory Impairment
- PMLD Profound Moderate Learning Difficulties
- PD Physical Disability

The table below show students with different need types in Goole Academy over numerous years. These numbers can change slightly throughout the academic year.

Category	Communication and Interaction	Social, Emotional and Mental Health	Cognition and Learning	Sensory and Physical
2018/19 Number of students at GA who fall within this category	7	20	98	4
2019/20 Number of students at GA who fall within this category	4	35	86	5
2020/21 Number of students at GA who fall within this category	4	31	81	5
2021/22 Number of students at GA who fall within this category	7	28	92	9

On average Goole Academy have approximately 14% of students on The Special Needs Register, this is slightly above the National Average.

Some students can and do fall into more than one of these categories and we provide the necessary support. Our Academy recognises that for some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

A definition of the four SEND areas are:

Communication and interaction

Children and young people with speech, language and communication needs (**SLCN**) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with **ASD**, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (**MLD**), severe learning difficulties (**SLD**), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (**PMLD**), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (**SpLD**), affect one or more specific of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (**VI**), hearing impairment (**HI**) or a multi-sensory impairment (**MSI**) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (**PD**) require additional ongoing support and equipment to access all the opportunities available to their peers.

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo.

Relevant policies include:

- Inclusion Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy (including e-safety policy)
- Disability Equality Policy including Accessibility Plan
- Administering Medications Policy (in line with 'Supporting pupils at school with medical conditions' guidance)
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Medical Policy
- Admissions Policy

At present some of our policies are in the process of being reviewed.

The named SENDCo is Sarah Smith

Please contact Mrs Smith via telephone on 01405 504000 or via email: SmithS17@gooleacademy.org.uk

In the absence of Mrs Smith, please ask to speak to Mrs Kirsty Holt, Vice Principal, who oversees SEND.

Arrangements for consulting parents of children with SEND and involving them in their child's education

The new SEND Code of Practice states:

"6.64 Schools must provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing".

6.65 Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year'. (DfE: page 104)

The full document can be accessed through: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Goole Academy we:

- Hold statutory annual review meetings for those students with an Education and Health Care Plan
- Hold interim or emergency review meetings when necessary for those students with an Education and Health Care Plan
- Attend meetings in Primary Schools to address future needs of those pupils with SEND
- Attend Team Around the Child/ multi-agency meetings when appropriate
- Hold annual parents/carers evenings for all students and the SENDCo is available to consult with parents of those on the SEND register.
- Invite Parents to attend careers interviews if needed.
- Provide home/school planners for everyday communication.
- Encourage regular contact for those parents/ carers of students causing the most concern.
- Plan to organise assess, plan, do review meetings with parents and professionals for those with greatest need.
- Allow for communication via e-mail between SENDCo and parents/ carers.
- Provide reports for attainment, behaviour and effort from the student's subject teachers including a more detailed progress and attainment report at the end of the academic year with detailed comments and attendance, behaviour and effort grades.
- Provide learning passports assigned to individuals which identify successful supporting strategies agreed with parents.
- The SENDCO attends all parents' evenings and parents of children on The Special Needs Register are informed of this.

Parents and carers may wish to access East Riding of Yorkshire Council support such as Parent Partnership, Aiming High and Short Breaks provision and the Children's Disability Team. Please see link to East Riding of Yorkshire Local Offer: <http://www.eastridinglocaloffer.org.uk/>

Arrangements for consulting young people with SEND and involving them in their education

At Goole Academy we aim to develop further the voice of the student, and to encourage active participation in planning, monitoring and reviewing their educational provision, which may include outside influences when appropriate.

We will look carefully at how the Code of Practice details guidance on recording student views using one page profiles for example.

6.70 'The views of the pupil should be involved in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gather their views as part of the preparation' - Code of Practice, 2015

All students will be involved through:

- Discussions regarding their individual targets with teachers.
- Discussions with specialist staff such as the Hearing and/or Visually Impaired Service, Service for Children with a social and communication difficulty including Autism, Educational Psychologist, Occupational Therapist, Staff from Child and Adolescent Mental Health Service (CAMHS) etc. Families will be informed of these visits.
- Discussions with a careers advice worker when appropriate.
- Discussions with the SENDCo.
- Discussions with educational support staff.
- Discussions with pastoral support staff.
- Attending their statutory review meetings if they have an Educational and Health Care Plan.
- Attending plan, do, review meetings.
- Students are welcome to attend parents evenings
- SEND students are encouraged to agree to be on the school council
- SEND students are encouraged to apply for Head Boy and Head Girl
- Principal progress interviews with KS4 students. SEND students can take in a member of support staff if needed.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

In line with the new SEND Code of Practice all students will be made aware of their assessment targets and the outcomes for which they are aiming. The school strives to improve students' literacy and numeracy skills, and targeted students are assessed using a standardised reading test every year. Students receiving additional literacy and/or numeracy interventions are assessed to evaluate the effectiveness of the intervention and determine the next step.

Published tests such as dyslexia screeners are used on identified students.

The school uses internal assessment data to show progress of groups of students against national expectations (i.e. by gender, SEND/non-SEND, ethnicity, Children who are looked after, Pupil Premium etc.)

Progress is measured at least termly in line with the whole school academic tracking systems. The SENDCo will look at the relationships between those on the SEND register and other vulnerable groups.

The data manager liaises with the SENDCO to ensure that progress and attainment reports are fit for purpose with regard to those on the SEN register. At present the 'SIMS' data system is used by the school.

The SENDCo and senior leaders will evaluate national data to establish how the identified SEND students have progressed and attained against National averages and expectations.

The SENDCO attends all RAG (Raising Attainment Meetings) for KS4 students

We have transferred students at School Action or School Action Plus to the new single status of School Support. All students are now on the SEND register as a K (meaning school support) if they do not have an Educational and Health Care Plan.

All students have now transferred to EHC Plans in accordance with guidelines laid down by the Government and Local Authority.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society Post 16

The code of practise states: *“SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.”*

Goole Academy commissions an independent careers adviser that meets with all students as well as those with special educational needs and/or a disability (SEND). The careers advisor at Goole Academy is Suzanne Mason.

More time may be spent with the most vulnerable or meetings may take place earlier in the academic year in order to plan ahead.

Some students may wish to attend Selby College, where they can access entry level, level 1, level 2 and level 3 courses. There are also other surrounding colleges which offer lower-level qualifications at KS5. One of those is Bishop Burton College.

Examples of Post-16 transition into the working environment in the past have been hairdressing, catering and engineering. We have positive examples of how we have helped the most vulnerable.

The SENDCO liaises closely with East Riding LA SEND services to ensure that the school is aware of post 16 opportunities.

The academy invites colleges into the school for selected year groups, they also attend selected parents' evenings.

The school will develop the use of central specialist services to help with independent living skills such as independent travel training.

Teaching Assistants support all year 11 students with filling in application forms and supporting them through the interview process.

At Goole Academy we support transition in a variety of ways:

- Primary school support including year 5/6 annual reviews of EHC plans and liaison with KS2 SENDCO/ teachers.
- Year 6 induction days at the Academy during the summer term.
- Primary vulnerable student visits.
- SENDCO liaison with local colleges to support KS5 transition including student visits.
- Youth Support Service – allowing a transition plan to be planned and implemented.

- Specialist Services are involved in transition meetings and providing additional advice and giving continuing support at transferring schools.
- Goole Academy provides a large selection of after-hours clubs and lunchtime clubs catering for student's interests and strengths.

The approach to teaching children with SEND

High quality teaching, differentiated for individual students, is the first step in responding to students who may, or may not, have SEND. In agreement with The Code of Practice all staff agree that **“additional intervention and support cannot compensate for a lack of good quality teaching.”**

The school is working hard to ensure that the overall quality of teaching for all students is classed as good or better in line with Ofsted requirements.

The full school development plan will relate to SEND and the equality duty. It is the aim that SEND is a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

The SENDCO has high expectations that high-quality teaching is embedded for SEND students.

The SENDCO will hold termly audits, with feedback to SLT and Heads of Departments regarding the teaching of SEND students.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

The SENDCO alongside appropriate staff will identify students that require 'additional to' and 'different from' provision.

The Academy has a teaching group for our most vulnerable SEND students. The expectation of this group is they receive the same curriculum offer to other groups, but they have more literacy-based learning within their subjects. They will have additional reading/ literacy lessons and be part of a literacy tutor group.

The Academy has a literacy tutor group so our children that have learning needs can have a daily literacy focus.

Some other adaptations include:

- Literature/ reading lesson per week. This focusses on Literacy skills and reading. This can also be used for targeted support. During these sessions some students will take part in intervention programmes such as lexia, accelerated reader and star reading.
- Additional numeracy support through the Maths department and Maths TA.
- TA support in targeted areas.
- An invitation to attend the weekly SEND homework club. This will be every Tuesday, Wednesday and Thursday 3-4pm based in The Bridge
- Possible 1;1/ small group SEND support from an Associate Teacher. This is based on their SEND testing results and progress tracking.
- Bridge support
- An invitation to attend the SEND break club.
- Lunch time provision
- Taking part in Philosophy for Children' to improve communication skills, relationships and literacy.
- Emotional Literacy – small group, looking at social stories. Or 1:1 support

SEND students who are causing concern will be discussed and monitored in detail as part of The School Inclusion Meeting and more specific intervention may be added to their weekly timetable.

Students who are on the SEND register will be monitored very closely and intervention could be offered depending on their need.

All students on the SEND register will have a Learning Passport. This is information which should be used by all classroom teachers so they are fully aware of the students' needs and how best to plan for them in the classroom.

SEND learning walks are done by The SENDCo to make sure staff are using the Learning Passports effectively.

An annual SEND audit is done by The SENDCo with feedback to the senior leadership team and the SEND Governor.

The Bridge

The Bridge is a small inclusion area where support can be offered for our most vulnerable students, medical students and students with moderate learning needs. This area offers support before, during social times and after school support.

Students may also be timetabled in The Bridge, which is agreed through the inclusion meetings and reviewed. The Bridge Manager is Diane Johnson and the Level 2 TA assigned to The Bridge is Katrina Stainton. Katrina also supports our SEMH students through ERIT. We also have a range of sensory equipment which can be used if needed by our students.

Access Arrangements

Identified students will be assessed under the Government regulations to determine if they are eligible for access arrangements in controlled assessments and exams. This could mean that some students would have extra time, a reader or a scribe for example.

All teachers will be made aware of the students who require access arrangements so we can promote it as '*the normal way of working*'.

All students will have a note within their planner to remind them and staff of their access arrangement.

Parents will be made aware of their child qualifying for access arrangements and they will be invited in for further clarification.

Teaching Assistants

The school employs Teaching Assistants (TAs) who support identified students within mainstream classes. These TAs act as a good link between the SENDCo and class teachers. They also become very aware of individual student need and will meet with the SENDCo to share concerns and good points.

We also have Teaching Assistants assigned to The Bridge and The PLC (our inclusion units).

Accessibility

- The school site is a mixture of old and new buildings. The old building is rarely used.
- Entrance to the school is easy for those with mobility difficulties.
- There are many accessible toilets throughout the school buildings.
- Students can access a physiotherapy suite on site if appropriate.

- All second floors can be accessed via a lift in all of our buildings.
- The school follows safe practices in relation to administering medicines for those who need regular medication on site to enable them to access their learning.

The school plans to address their practice in line with the new guidelines: *'Supporting pupils at school with medical conditions'*. If you wish to discuss the Academy's medical policy or have any questions you can contact Sarah Smith. Mrs Smith can be contacted through the Academy's phone number or via email: smiths17@gooleacademy.org.uk

Specific resources will be purchased for those with a disability to allow them to access the full curriculum within mainstream lessons.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

When appropriate, a programme of professional development/staff training will be organised in relation to different SEND need types, to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made.

SENDCo provides relevant information to staff through staff briefings and 1:1 conversations.

The SENDCo and senior leaders aim to empower staff so that there is a good level of understanding related to individual students as well as general needs and conditions.

Training has included understanding Autism, Hearing loss and appropriate strategies.

The SENDCo has the Post Graduate Certificate for Special Educational Need Co-Ordination and has been on post since 2007.

The SENDCo provides bespoke training for TAs and they are also involved in whole school training.

The SENDCo offers training for new teachers early in the school year so they are aware of our most vulnerable students and how to access support.

Evaluating the effectiveness of the provision made for children and young people with SEND

There is a weekly Inclusion meeting which is run by The Inclusion Coordinator (Claire Young). This meeting includes year leaders, Safeguarding staff, attendance officers, SEND Staff and the Vice Principal.

The Inclusion Coordinator keeps a whole school provision map, which is reviewed on a regular basis by key staff.

The Teaching Assistants meet with the SENDCo every week in order to share information about the successes and barriers to individual student's learning.

The SENDCo works closely with the behaviour manager and pastoral staff to ensure that all are working together to meet need.

Statutory review meetings are held for those students with a statement for special educational needs (EHCP).

The SENDCo works alongside those responsible for managing data to ensure that the latest progress and attainment reports for SEND are created and evaluated.

The SENDCo work in collaboration with Year Group Managers to manage strategies and evaluate progress for the most vulnerable when appropriate.

The SENDCo works with SLT to ensure that there is a strategic overview in relation to attainment and progress for SEND.

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

The school provides extra-curricular opportunities for students such as sport and music.

It believes in equal opportunities and supports those with SEND if they choose to engage.

The expressive arts department directs school productions of which SEND students are involved.

Reasonable adjustments are made on sports day so all students can participate.

Adjustments can be made to support the PE curriculum.

There is a student council in place. If it is found that students do not vote for those with SEND to be part of the council over time, then favourable adjustments would be made and a student with a disability would be given the opportunity to be on the council if they wished.

At present SEND students have been voted on to the school council by their peers.

We have had Head Boy/ Girl who have been on The Special Needs Register.

The school adheres to policy and the Equality Duty when taking students on out of school visits, and appropriate risk assessments are made.

All students with SEND have the opportunity to access careers advice alongside their peers and would visit appropriate post 16 provisions/ educational settings to allow them to make informed choices.

All students with SEND engage in one to one and group conversations with staff in relation to target setting equal to that of their peers and then more refined targets will be set for SEND when necessary.

Vulnerable students are supported to allow them to have their lunch and break times with their peers. The most vulnerable will have the opportunity to access a break and lunch club to allow them to feel quiet and safe.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The most vulnerable will have the opportunity to access a break club to allow them to feel quiet and safe. We will build in a lunch club if needed.

The school expects Year Managers to support vulnerable students with social, emotional and behavioural difficulties. They may concentrate on 'the whole' student and work closely with families to ensure that any concerns are addressed and that students become happy in their learning environment.

The Year Managers are:

Year 7 – Mrs Shaw

Year 8 – Ms Appleyard

Year 9 – Miss Champion

Year 10 – Mrs Derbyshire

Year 11 – Mrs Pepper

Students can be referred through the inclusion meeting to have some ERIT support.

A member of the senior leadership team is responsible for implementing the behaviour and anti-bullying policy. The pastoral link is Claire Young.

We refer to the appropriate outside agencies such as Child and Adolescent Mental Health Service, when appropriate.

We attend all Team Around the Child meetings and encourage them to be held in school.

All students who have SEMH needs, even if they are not on The SEND Register, will have a risk assessment. This is produced by Year Leaders.

We follow safeguarding and child protection procedures when appropriate. **The DSL is Kirsty Holt and Deputies are Tracy Shaw and Claire Young**

The SENDCo and pastoral staff work closely together.

The Academy provides emotional support to some students who require this. This provision is accessed through a referral to The Bridge and the key worker is Katrina Stainton.

Those students displaying challenging behaviour will have a Support Plan to focus on small steps towards progress. Parents are encouraged to play an equal part in this plan. These students can also have some timetabled lesson within the Bridge or The PLC.

We plan to engage the Educational Psychologist in full school developments as well as becoming involved in individual cases. The Educational Psychologist assigned to our school is Miriam Larkin. She can be reached at County Hall in Beverley under the SEN team. The contact number for The SEND Team is 01482 392163

The Academy has a no tolerance policy to bullying and bullying is addressed in tutor, assemblies and within Life lessons.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Goole Academy has very close relationships with the local authority, social care and health services.

These include:

- Educational Psychology Service
- Occupational Therapist Physiotherapists
- NHS School Nurse Service
- Social Care
- Visual Impaired Service
- Hearing Impaired Service
- Speech and Language Therapists
- Autism/communications Team
- Families First/ Safer Families services etc
- CAMHS
- Youth and Family Support

East Riding Authority has a central SEND team for young people with high needs and they are involved at statutory assessment meetings. We have a link SEND Officer based at County Hall in Beverley and his name is Leigh Collins.

Families are encouraged to use the 'Parent Partnership Services' (SENDIASS) for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so.

If you would like to speak to someone in the SENDIASS please contact:

SENDIASS

Tel: (01482) 392108

Fax: (01482) 396468

E-mail: parent.partnership@eastriding.gov.uk

Address: Room KS42, County Hall, Beverley, HU17 9BA

Arrangements for handling complaints from parents of children with SEND about the provision made at the school. The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

The school has a complaints procedure for all to follow.

Parents of SEND students are free to contact the SENDCo whenever there is a concern, to allow the school to address it immediately. They may also find it useful to contact the Year Leaders.

Formal meetings will take place if appropriate.

All relevant staff will attend meetings for those students in care to ensure that there is clarity about those responsible for any following actions.

Goole Academy Inclusion Staff

The named SENDCo is Sarah Smith



Mainstream Teaching Assistants

Kelly Netherwood	Mainstream TA
Vicki Simpson	Mainstream TA
Dave Saxton	Mainstream TA
Sharon Hill	Mainstream TA
Jessica Philipson	Mainstream TA
Stacey Duffy	Mainstream TA
Susan Terry	Mainstream TA
Tanya Poulton	Mainstream TA
Gary Collinson	Mainstream TA
Jenna Stow	Mainstream TA
Charlotte Wood	Mainstream TA

The Bridge Staff

Diane Johnson	Bridge Manager
Karina Stainton	Bridge/ ERIT TA

PLC Staff

Tamsin Gregory	PLC Manager
Alisha Shaw	PLC TA

Team changes may be made at the SENDCo' discretion at any time during the academic year.