



**SEN Information Report as Required by Schedule 1
(Regulation 51) of the SEND Regulations 2014**

Severndale Specialist Academy 2016-17

1. The kinds of special educational needs for which provision is made at the Academy

Pupils with PMLD, SLD, CLDD or MLD. Within these categories there will be pupils with additional needs relating to medical, physical or behavioural issues, and some pupils will have a diagnosis of ASC and other conditions.

2. Information, in relation to mainstream schools and maintained nursery schools, about the Academy's policies for the identification and assessment of pupils with special educational needs

Not applicable.

3. Information about the Academy's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including

a) how the Academy evaluates the effectiveness of its provision for such pupils;

The Academy considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:

- IEP target data
- Progression Guidance target data
- Exam data
- Lesson observations, scrutiny of pupil work, teacher planning and record-keeping.
- Parental/carer feedback
- Pupil feedback
- Individual plans relating to behaviour, physical needs, etc.

b) The Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Assessment is an ongoing process, and focusses on a pupil's IEP and other targets, but also includes less quantifiable aspects of a pupil's school life, for example effort and their relationships with others. For National Curriculum subjects, assessment is recorded using



the B2 software package.

Progress is assessed and reviewed termly in relation to IEPs and Progression Guidance or other targets.

Progress towards the objectives/outcomes in a Statement/EHC plan is reviewed at the pupil's Annual Review.

c) The Academy's approach to teaching pupils with special educational needs;

Teaching strategies and styles are dependent upon the nature of the group being taught, and on the nature of the individual needs within the group.

All teaching is carefully differentiated and is appropriately supported by class staff.

All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group.

d) How the Academy adapts the curriculum and learning environment for pupils with special educational needs;

The curriculum at Severndale Academy is broad and balanced, and has been developed to meet the needs of our wide range of pupils. Details of the contents of the curriculum at each part of the school is available on our website.

e) Additional support for learning that is available to pupils with special educational needs;

The range of support available to pupils at Severndale Academy is indicated throughout this report.

f) How the Academy enables pupils with special educational needs to engage in the activities of the Academy (including physical activities) together with children who do not have special educational needs; and

Not applicable.

g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. We also have a dedicated Pupil Welfare Team who liaise with our own staff and with a wide range of external agencies to ensure that pupils with specific needs in these areas have the best possible support.



4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Not applicable.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Staff have access to a wide ranging programme of Continuing Professional Development which focuses on the needs of our pupils. We also buy-in training and advice on a range of issues in order to ensure that we offer the best possible provision.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

As an Academy, we are responsible for providing and maintaining the best possible resources for our pupils from our own budget.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child

- Open mornings/afternoons
- Termly IEPs
- Annual Reviews
- A range of training opportunities for parents
- Annual Reports
- Meetings as requested by parents

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

- Immediate feedback on their performance
- Written (including symbolised) feedback on their performance
- Discussions with class staff on their attainment and progress



- Discussions with class staff on their targets
- Discussions with other professionals on their attainment and progress.
- Departmentally based school councils.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the Academy

Complaints and concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

- Access to CAHMS
- Access to school nursing provision
- Access to physiotherapy
- Access to SALT
- Access to Occupational Therapy
- Access to Sensory Inclusion Services
- Access to Educational Psychology services
- Liaison with Social Services
- Signposting to other services as appropriate

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Shropshire LA publishes the details of a wide range of support services on its Local Offer website. See 13 below.

The local SEND Information Advice and Support Service for Shropshire is contactable on 01952 457176.

Their website is at:

<http://www.parentpartnership-shropshireandtelford.org.uk/>



Support in relation to Mediation if a parent wishes to challenge an EHC plan – please contact the relevant Local Authority’s SEN team. For Shropshire families, this is based at: Shirehall, Abbey Foregate, Shrewsbury SY2 6ND.

12. The Academy’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

- Transfer within the Academy between phases is managed by pupil transition days and designated staff meetings.
- If a pupil transfers to us from another setting, we will arrange transition programmes if possible. We will request information from the previous setting and may visit the pupil in that setting if time allows.
- Preparation for adulthood takes many different forms , for example from focussing on real-life problems in Maths teaching to arranging work experience programmes, or extending the range of community visits and teaching the skills needed to work alongside others. The approach taken will depend upon the individual needs of the young person involved.

13. Information on where the local authority’s local offer is published

<http://shropshire.gov.uk/local-offer/>