



SEND Information Report

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1. Introduction and Legal Framework

Astrea Academy Sheffield secondary phase is an 11-18 school and sixth form. As an Academy we must publish information about the implementation of our policy for Scholars with Special Educational Needs and disabilities (SEND) in our SEND Information Report and Inclusion Policy. This SEND Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required for the report is set out in the Special Educational Needs and Disability Regulations 2014. The SEND Information Report can be cross referenced with the School's Inclusion Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and subsequent updates).

The intent of the SEND Information Policy is to ensure Astrea provide an inclusive learning environment through the use of Quality First Teaching and invisible intervention which ensure outcomes for scholars with SEND are the same as those for all children and young people.

2. The kinds of Special Educational Needs and Disabilities (SEND) that are provided for in school

Under the new SEND Code of Practice 2014, a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'. Special Educational Needs and Disabilities provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset therefore it is vital we use a graduated approach to respond to and meet the needs of all scholars. At Astrea Academy Sheffield this is done in line with the SEND Code of Practice, 2014 and Children and Families, 2014 to ensure a child centred approach is taken throughout the graduated approach of '*assess, plan, do, review*'.

3. The name and contact details of the Special Educational Needs Coordinator SENDCO and further contacts for where parents/carers may have concerns (including Local Offer)

Astrea Academy Sheffield Key Contacts:

- Lynette Pearcey Secondary SENDCO
Lynette.Pearcey@astreasheffield.org
- Monique Rampassard Secondary Assistant SENDCO
Monique.Rampassard@astreasheffield.org

Other contacts within Astrea Academy Trust:

- Jenni Machin, Head of SEND & Therapeutic Services
jenni.machin@astreaacademytrust.org
- Naomi Reed, Specialist Leader of Behaviour and SEND
naomi.reed@astreaacademytrust.org

Astrea Academy Sheffield sits within locality B of the city. Contacts within the Local Authority can be found on the Local Offer website:

- Sheffield Local Offer - [Sheffield Local Offer](#)

4. Policies for identifying children and young people with SEND and assessing their needs

Early identification of scholars with additional needs is critical to their success at Astrea. When scholars start at Astrea Academy Sheffield secondary phase, we are already aware of the special educational needs and disabilities of scholars who have an Education, Health and Care Plan (EHCP) and those identified as requiring additional support. We are informed previous schools and a range agencies and professionals who work with the young person about their needs and supporting strategies. This information may be collated by telephone, meetings, letters or case notes. This is further supported with a transition phase for all Y7 scholars and where needed an enhanced transition can be provided for scholars with SEND.

For scholars who join Astrea with an unidentified or undiagnosed need, a rigorous identification and support process can be undertaken using the 'Assess, Plan, Do Review' process in line with the SEND Code of practice, 2014. This includes but is not limited to the following:

- SENCO and/or Teacher observation
- Completion of a referral form to the SENCO
- Key information provided from previous settings/schools

- Discussions with parents/carers and the scholar themselves
- Data analysis (progress and attainment)
- Supporting referrals or letters sent to external agencies where necessary (e.g. CAMHS, Ryegate, Speech and Language Team, Autism Team, Educational Psychology, GP, etc.)
- Completion of a Specific Learning Difficulties Checklist and any subsequent screening in line with area of concern

Furthermore, there are a number of policies in place which contribute and guide our provision for all scholars. Including the school's Inclusion Policy and Accessibility Plan. All our school policies are available on the school website, and have been guided by legal framework from the following legislation and statutory guidance:

- Special Educational Needs and Disability (SEND) Code of Practice (2015) - [click here](#)
- Equality Act (2010) – [click here](#)
- Children and Families Act (2014) – [click here](#)
- Keeping Children Safe in Education (2022) – [click here](#)
- Supporting scholars with medical conditions (2015) - [click here](#)
- The Teachers Standards (2021) – [click here](#)

5. Arrangements for consulting parents/carers and young people with SEND and involving them in education.

In line with the Children and Families Act, 2014 we work with parents, carers and scholars to ensure where support is needed the views and wishes of the child or young person and their families' leads the provision provided. This is achieved by:

- Involving parents and their children in decisions about the provision and intended outcomes for scholars with SEND including any possible changes to what is already provided.
- Inviting parents to scholar parent review evenings, learning plan reviews and when needed readmission meetings for all our scholars with SEND.
- Providing a written report on progress three times each year.
- Reviewing SEND provision three times a year for scholars with a known SEND need in line with statutory requirements.
- Using scholar voice questionnaires to provide scholars with the opportunity to express their views about school and their self in relation to their provision.
- Operating an open-door policy to provide a safe space for scholars to go when needed. Inviting scholars to attend meetings where appropriate, where their provision or they themselves are to be discussed.
- Finally, we endeavour to build positive rapports with our parents and young people to ensure the best possible provision and outcomes are achieved for our scholars with SEND.

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

In line with statutory guidance from the SEND Code of Practice, 2014 all scholars identified on the SEND registers as K for known SEND need will have a Learning Plan review three times a year minimum. Should further reviews need to be arranged, this can be done by contacting the school SEND team. Scholars with an Education Health and Care Plan will have their provision reviewed in line with statutory guidance. Parents, carers and professionals working with the scholar, as well as, the young person themselves will be invited to be part of the review process to ensure for a child centred approach. In addition, parents and carers will receive an academic report termly outlining progress and attainment in each subject area. This report will be used to inform targets and where needed will be shared with professionals to inform the wider support provided.

7. 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

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from primary:

- Scholars will have the opportunity to take part in a transition for all new Y7 scholars.
- For those scholars with SEND, a meeting with the SENDCO or assistant SENDCO to put together a learning plan will be offered to parents and professionals working with the young person.
- Where identified by professionals or parents, scholars with SEND will be offered an enhanced transition which will take place over the first half term.

When moving classes in school:

- Scholars will be warned in advance of changes to classes or groups and a new timetable provided.
- Parents will also be contacted regarding the change and the rationale for the change.
- Where needed for scholars with SEND staff will be deployed on a fixed term basis to support to change.

If your child is leaving the school:

- When moving onto further education Scholars will receive a careers meeting throughout Y10 and/or Y11 to identify a clear learning pathway into post 16.

- Scholars are encouraged to attend open evenings when offered at educational settings they are interested in.
- Parents and professionals working with the scholar, along with the young person themselves will take part in a transition meeting in which scholar information will be shared with the new setting.
- If/when leaving Astrea before the end of Y11 Scholar information will be shared with the young person's need educational setting on request of the new school or parents.

8. Approach to teaching children and young people with SEND. How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

Departments endeavour to use Quality First Teaching so that scholars with special educational needs and disabilities can make progress. This is done through the whole school and departmental teaching and learning generic offer and wave 1 intervention in place for all scholars regardless of need. Thereafter, as part of wave 2 interventions, in-class support may be allocated for scholars with a learning plan or Education Health Care Plans in which additional support is guided by external professionals working with the scholar. Where appropriate smaller class sizes may also be in place. In addition to this, individual scholars or small groups of scholars may be withdrawn from class to take part in targeted and time managed interventions. Such provision for scholars needs is negotiated individually, and parents/carers are always involved in such decisions. Scholars may receive this support during morning meeting time, as part of their main stream timetable, lunch time or after school. Modified equipment and auxiliary aids may be provided to enable scholars to access the curriculum in line with the Equality Act, 2010. Where necessary, 'reasonable adjustments' may be made to Astrea Academy Sheffield's policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, again, in line with the Equality Act, 2010.

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

Class teachers plan lessons according to the specific needs of all groups of children and young people in their class and ensure that your child's needs are met through a variety of means. In the first instance this will be done through our generic offer and wave 1 intervention of quality first teaching. Thereafter, staff will work closely with the SEND team to provide additional support as identified in the scholars learning plan should they have one. All staff are able to access information about all scholars electronically via Astrea Academy Sheffield's management information systems of Bromcom, Class Charts and Provision Map. Astrea utilises its INSET days to provide colleagues within the academy to be updated on best

practices for scholars with additional needs. This is led by the SEND team or by outside agencies such as the hearing impaired service, autism team, speech and language team, educational psychologist and other providers to keep abreast of best practice. The INSET Programme is arranged by the Senior Leadership Team who allocate the INSET budget to balance the needs of the whole school, specific departments and individuals within the framework of the school improvement plan.

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

In line with the Children and Families Act, 2014 evaluating the effectiveness of provision is achieved through collating the views of all stakeholders working with the young person including the family and young person themselves. For scholars who have an Education Health and Care Plan, effectiveness of provision is evaluated during their annual review and updated by the SEND Statutory Assessment and Review Service (SENDSARS). For scholars with an Extended Support Plan (replacement for the historic My Plan) or Learning Plan, provision and targets are reviewed termly and updated by the Astrea SEND team. Where applicable Multi-Agency meetings may be used to support the review process. The effectiveness of provision is also evaluated in line with whole school scholar data tracking, departmental deep dives and achievement, progress, behaviour and attendance reports.

11. 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

All scholars should access a 'broad and balanced curriculum' and are included in all areas of the school curriculum unless specified otherwise in an Education Health Care Plan. In exceptional circumstances (for example on medical grounds) a disapplication (evidence of exception) will be sought.

Wherever possible, scholars with special educational needs or disabilities are integrated with their peers in order to achieve the best balance of educational and social progress. All scholars with SEND are members of a form group for registration and are supported by their form tutor and Astrea Academy Sheffield's vast pastoral team. Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their Education Health Care Plan (should they have one) or their SEND support. Scholars with SEND are encouraged to participate in off-site and extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people's health and safety, wherever possible.

12.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 SEND and measures to prevent bullying

Astrea Academy Sheffield has a well-developed all-through personal development curriculum which is embedded within the timetable for all scholars. In addition to this our character development curriculum is also embedded in all subjects to further support and improve the emotional and social development of all scholars. To further support the curriculum, Astrea Academy Sheffield has an extensive pastoral team made up of six pastoral heads of year, five academic heads of year, a SENDCO, an Assistant SENDCO, two designated safeguarding leads, a family support worker and a reset space manager. This team works with a number of external agencies such as Sheffield City Council, Attendance and Inclusion, CHAMS, Ryegate and others to ensure children and young people with SEND are listened to, supported and that bullying is prevented. This is further supported by a number of targeted and time managed interventions provided in school or on rare occasions by external providers.

13. 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

Astrea Academy Sheffield may ask for input from specialist services at any time that it is deemed appropriate, advice may be gained on the identification, assessment and effective provision of resources to support scholars with SEND. Co-operation between Astrea Academy Sheffield, the LA, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for scholars with SEND. The Children Act, 1989 and the Education Act, 1993 place statutory duties on these agencies to co-operate with the academy/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary. As is standard procedure, consent to share scholars information will be gained from parents/carers before sharing a young person's information. The organisations which may be contacted to support young people with SEND and their families are not limited to, but may include;

1. Educational Psychology Service
2. LSCB (Child Protection and Child Guidance Services)
3. MAST (Multi Agency Support Team)
4. Special Education Needs and Disabilities Statutory Assessment Review Service (SENDSARS)
5. Speech Therapy
6. Physiotherapy
7. Occupational therapy

8. Locality B support
9. Police
10. Social Services
11. School Nurse/Doctor
12. Young People's Learning Agency (YPLA replaced the Skills Council).
13. Community Youth Teams
14. SENDIAS (formerly Parent Partnership)

14. Arrangements for supporting children and young people who are looked after by the local authority and have SEND

Local authorities have a duty under the Children Act, 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated. The authority must, therefore, give particular attention to the educational implications of any decision about the welfare of those children and when selecting a school should prioritise those that are OFSTED 'good' or 'outstanding'.

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. To support looked-after children at Astrea Academy Sheffield they will have a personal education plan (PEP). The PEP is the joint responsibility of the local authority that looks after the child and the school. Astrea Academy Sheffield will work closely with social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals. All of those involved in the PEP process at all stages will ensure the child is involved in the process and where appropriate, the child's parent and/or relevant family member is also involved.

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Good communication is essential if we are to best meet the needs of our scholars and resolve any issues quickly. If there are any concerns, parents or carers are invited to contact the Astrea Academy Sheffield as follows: Issues to do with scholars' wellbeing are best resolved by their head of year or form tutor in the first instance. From here staff are then able to direct to the SEND team if needed. If the issues are not dealt with satisfactorily, parents/carers may contact the Principal and in the last instance, the Board of Governors.