

## Special Educational Needs and Disability (SEND) Information Report/ Local Offer

The JCB Academy Local Offer gives clear and concise information to parents/carers regarding the support and provision available to young people with Special Educational Needs and/or Disability. In accordance with the Special Educational Needs (SEN) Code of Practice 0 to 25 years (2015) legislation, the Learner Support Team have implemented the 'SEN Support' system which categorises, and therefore assesses and supports learners in terms of their needs, namely:

- Cognitive & Learning
- Physical Health
- Communication & Interaction
- Social, Emotional & Mental Health

The academy has always sought to provide an inclusive curriculum which can be tailored, where applicable through reasonable adjustments to meet the individual learner's needs. Consequently, providing them with every opportunity to reach their full potential. This is achieved through implementing an established transition process which begins when the young person is first offered a place.

### Transition Work:

During the transition period the Learner Support Team works closely with feeder schools to gather pertinent information and academic data which facilitates a smooth transition to the academy. Crucially, this enables the allocation of a Learning Support Mentor who will be selected based on their skills and experience most relevant to the young person's individual needs.

At induction assessments are used to assess the Literacy levels of all learners. Those who are already highlighted as SEN Support or whose performance at screening indicates a cause for concern will be invited to join the Functional Skills Literacy programme. This programme takes place three times week for an hour and is led by the Learner Support Team in conjunction with the English department to provide small group intervention, designed to improve Literacy skills. In addition, it will provide the learners with an additional qualification, Functional Skills English (Level 1 and/or 2). Furthermore, when it is beneficial to do so, and in line with the learner's wishes and feelings, they will be invited along with their support worker for familiarisation sessions. This has been particularly successful for learners who have a diagnosis that fall within the Autistic Spectrum Condition (ASC) or those who experience high levels of anxiety.

Learners whose needs fall within the category or Social, Emotional & Mental Health, including behavioural needs, are supported during transition by the Pastoral Support Manager. A support plan will be implemented this will be reviewed annually and will remain in place for as a long as there is a presenting need. Moreover, one to one tailor made support will be offered, if thought appropriate to support the learner in making the appropriate choices. This has been particularly successful with those young people who find the first term challenging to adapt to the range of policies and procedures at the academy.

For learners who have an Education Health Care Plan (EHCP) the Team Leader for Learner Support and the Assistant SENCO will attend the learner's year 8 or 9 statutory annual review in preparation for meeting the needs of the young person. This encourages collaborative working and instigates the young person's involvement in the decision

making process from the earliest possible opportunity. Where it is relevant to do so we will work in conjunction with external agencies to ensure learners have every opportunity to achieve the best possible outcomes in all aspects of their education and holistic development.

#### Provision:

Every young person has a Learner Profile, which summarises all their individual needs, this including: SEND data, classroom support strategies, health information and relevant home circumstances etc. The information in the Learner Profile is accessible to staff that teach and support the young person. This is constantly updated to ensure that the support we give each of our learners is relevant and up to date. In line with the commitment to staff development, Learner Profiles contain links to SEND guidance documents, which are pertinent to the learner's individual needs and/or diagnosis. In addition, the learner's strengths and weaknesses will be detailed, paying particular attention to how these impact on the learner's ability to access the curriculum and how best to support them in overcoming barriers to achievement. Provision is logged on the SIMS Provision Map by the classroom support staff. This is managed by the Assistant SENCO who meets regularly with the Learning Support Mentors to record, evaluate and develop the success of intervention work.

During year 10 each learner with an identified SEND will be screened to establish if they have an entitlement to exam access arrangements. This screening is carried out by the Assistant SENCO and the results will be implemented in accordance to the exam regulations. Furthermore, the support strategies obtained from the screening will be shared via the Learner Profile and parents/carers will be informed of how their son/daughters has chosen to utilise their entitlement.

The Learner's Mentor will support and guide the young person to set manageable targets and monitor their progress. All mentor meetings will be documented and communicated with parents/carers through a mentor report. Moreover, the mentor will be the first point of contact if a parent/carer has any questions or wishes to share information regarding their son/daughter's needs.

Learners will be encouraged to actively take part in all aspects of Academy life. All Extra-curricular Activities and trips are open to them and individual arrangements are planned in advance to ensure they are able to participate. For learners with a medical and/or physical need any concerns or barriers to the activity will be discussed and addressed with the young person and their parents/carers to ensure they are able to enjoy and participate comfortably.

#### Accessibility to The JCB Academy:

There are a range of facilities to enable all learners, parents/carers and visitors to access the Academy. This includes:

- Lift in main school building to allow access to the range of floors
- Accessibility toilets are available on every floor
- All stairs have banister rails on at least one side
- Enlarged text for visual impairments is available
- Parent/carers may wish to request support to fill in learner documents on request

If a learner, parent/carer or visitors have a physical need these will be audited prior to the visit and reasonable adjustments will be made to ensure all can access the facilities. For example, this may include relocating a lesson or meeting to a more accessible room.

In summary the Academy's graduated response program of ongoing monitoring combined with effective communication with parents/carers, enables staff to respond to concerns efficiently. Yet most importantly it provides the opportunity for the views of the young person to be taken into consideration when addressing any concerns or questions. If you have any questions or require additional information the Learner Support Team will be more than happy to accommodate. If you require independent support or advice, please feel free to contact the Staffordshire Family Partnership on 01785 356921 or by email on [sfps@staffordhsire.gov.uk](mailto:sfps@staffordhsire.gov.uk).

Summary of Year 9, 10 and 11 SEND data for the academic year 2018/19:

- SEN Support = 24%
- EHCP = 3%
- Pupil Premium = 13%
- English as an Additional Language: 2%
- Exam Access Arrangements = 23%
- Functional Skills Literacy = 6%

Summary of Year 9, 10 and 11 SEND data for the academic year 2019/20:

- SEN Support = 24%
- EHCP = 18%
- Pupil Premium = 31%
- English as an Additional Language: 1%
- Exam Access Arrangements = 17%
- Functional Skills Literacy = 5%