

SEND Report 2017/2018

Our definition of SEND is that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

(SEN Code of Practice 2014. 276)

Therefore, The Langley Academy is committed to offering an inclusive curriculum to ensure the best possible progress of all our SEND students with the following objectives:

- To promote effective partnerships and involve outside agencies when appropriate
- To identify students with SEND and ensure their needs are met through a broad and balanced education
- To ensure that students with SEND and disabilities are offered the opportunity to join in with all Academy activities
- To ensure that students make the best possible progress
- To ensure parents/carers are informed of their children’s special needs and that there is effective communication between parents/carers and the Academy on how these needs will be met
- To ensure that students express their views and are fully involved in decisions which affect their education

The following Policies underpin our values:

The SEND Policy

The Curriculum Policy

Equality Policy

The Behaviour Policy

The SBC Local Offer
The Complaints Policy
The Accessibility Plan

Teaching and Learning

The Academy Curriculum Policy states that:

“Every student is entitled to a curriculum that is rich and varied, challenging and inspiring which enables every individual to achieve her or his potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better world.”

Every student is entitled to benefit from access to a curriculum and a range of learning experiences of the highest standard, which takes account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability.

All students are fully integrated into the life of the Academy and have the opportunity to participate in the full range of Academy activities including extra-curricular activities and work based opportunities. Information provided to students takes account of disabilities and parental preferred formats, for example information can be provided via hard copies, emails, telephone calls, texts and enlarged font.

The Academy curriculum is designed to be fully inclusive. Students with SEN and those with medical conditions are supported in accessing the full curriculum including school trips through appropriate planning and support from teaching and support staff. This ensures there is high quality teaching which meets the needs of all students. Each Faculty area sets aspirational targets which are reviewed at the end of each term and during Year Group Academic Review Meetings with house tutors once a year. Directorate, Heads of faculty and the Leadership team carry out regular learning walks and work scrutiny to ensure to monitor the quality of teaching.

Our SENCo is Mr Matshazi. He is a specially trained teacher with expertise in SEN and is currently training to be a Lead Practitioner in SEND. Mrs Glegg is Head of the Hearing Resource base and she is a qualified teacher of the deaf. Miss Wauchob is the Director in charge of ensuring that the SEN provision is effective.

Identifying and Assessing Special Educational Needs

The Academy identifies students with SEND in line with the SEND Code of Practice Guidance 2014 and the Equality Act 2010. The following are examples of the main strategies used:

- Subject teacher referrals
- Analysis of student performance data
- Analysis of Academy report data
- Liaison with previous school
- Standardised tests
- Expressions of concern from parents/carers, students or other professionals

Students who are identified as having SEND are listed in our Additional Needs Register/ SEND register. All teaching and support staff that work with these students receive regular up-dates, and are able to access a copy of the Additional Needs Register electronically. The SENCo meets with parents to discuss the students' needs and proposed support before they are placed on the SEND register.

Criteria for addition and removal from the SEND Register are included in the SEND Policy as well as provisions.

Assessment

Strategies used for assessment include:

- Student interviews
- Information from parents/carers
- Analysis of students' work and work scrutiny
- Standardised and diagnostic tests
- Use of outside agencies e.g. educational psychologists, occupational therapists, physiotherapists, speech and language therapists

Review and evaluation of the SEN provision

The Academy ensures that the needs of students and the SEN provision is reviewed on a regular basis through:

- Review of IEPs
- Review of ECHPs
- Review of PSPs

- Review of PEEP and Health Care Plans
- TAC and TAFs
- End of Term Progress Reviews
- Use of a variety of teacher assessments
- Use of standardised tests e.g. for spelling and reading
- Parents/carers Consultation Evenings
- Academy SEND planning meetings
- Exclusion re-admission meetings
- SAM
- MAM
- Meetings with parents/carers and with other professionals
- Lesson observations
- Book reviews
- Learning walks

Involving Parents and Students in Planning and Reviewing Progress

The Academy holds whole school Academic Afternoons, information evenings and parents evening for each year group throughout the year. These events are a great opportunity to share information and discuss the students' progress with parents/carers.

Students with EHC plans and their parents have an opportunity to express their views once a term during IEP Review Meetings, and once a year during Annual Review Meetings with the Whole School SENCo. Those that have a hearing impairment have their annual reviews with the Head of the Hearing Resource Base. Outside agencies that work with these students are invited to the review meetings and are required to produce a report.

Raising Standards leaders and The Safe Guarding team monitor the progress of Looked After Children(LAC) in consultation with Social Services and review their targets on their PEPS in coordination with foster carers and the students.

Subject teachers, Pastoral Managers, Heads of faculty and the Directorate meet with students on a regular basis to discuss their progress and to collate their views about the provisions that have been put in place for them.

Team around the Child Meetings are held on set dates. These meetings provide the opportunity for students that are supported by a team of professionals to review their targets and the provisions that have been put in place for them. Students, carers/parents are expected to attend these meetings.

MAM Meetings are held once a term to discuss the needs of students who have been identified as requiring support. These meetings are used as a platform to secure the possible involvement of outside agencies.

The Academy has a designated Educational Psychologist who is available one day per week to carry out assessments, advice staff and parents on strategies that could be used to support students identified as requiring SEND support.

The young person's views are paramount if support is to be successful. The Langley Academy actively encourages the student voice through participation in all aspects of Academy life, including:

- Views on progress towards IEP targets and the selection of 'new targets'
- Views on progress and support for Annual Reviews
- Setting up Transition Plans in Year 6 and reviewing at the end of each academic year
- Attending Annual Reviews
- Attending Parents/Carers' Evenings and other meetings
- Information and discussion about the availability of access arrangements for KS3 SATs and examinations
- Setting up the PSP and reviewing its progress
- Career Guidance Meetings with Academy Careers Advisor
- Student Council meetings

Additional Support

Wave 1 Quality First Teaching

Wave 1 details how the curriculum can be adapted to meet students' needs through Quality First Teaching for all students (including those with SEND).

Adapting the curriculum to meet the students' needs is an essential part of an effective approach to inclusion. Expectations regarding Quality First Teaching for all pupils, including those pupils with SEN, are based on the SEND Policy, Accessibility Policy, Teaching and Learning Policy as well as the Inclusion Statement in the National Curriculum. This outlines how teachers can modify programmes of study to provide all pupils with relevant and appropriately challenging work. The statement identifies three principles in developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

Wave 2 (where applicable depending on progress data and reports from other professionals)

Wave 2 Intervention Programmes are designed specifically for students who can be expected to "catch up" with peers as a result of the intervention.

Wave 3 (where applicable depending on progress data and reports from other professionals)

Wave 3 Specific Targeted Intervention for students identified as requiring SEND support with or without an EHCP. These Students will have significantly greater difficulty in learning and will be working well below age related expectations. The support that students receive at Wave 3 is **additional to or different from** that provided as part of the Academy's usual differentiated curriculum offer as explained in Wave 1.

These are the

| Area of Need | All Students, where appropriate (Wave 1) | Catch up where appropriate (Wave 2) | Specialist support where appropriate (Wave 3) |
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| Cognition and Learning | Differentiated curriculum, planning, activities, delivery and outcome Increased visual aids/modelling etc. Visual timetables Use of writing frames | Booster Maths Groups Booster Literacy Groups In class support from an LSA Individual reading with an LSA x 2 week 'Catch Up' reading | Intense focused literacy supports 3 x 25 minutes weekly Additional phonics training Additional individual reading 1:1 Tuition x 1 hour a week Paired reading Peer tutoring Specialist reading for pleasure programme with a member of the |

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| | <p>Illustrated dictionaries Access to a word processor In class support from an LSA/ teacher Focused group work with teacher/ LSA e.g. guided reading/writing Individual reading with an LSA</p> <p>Whole class reading programme</p> | <p>programme House Tutor time reading programme Springboard Maths High frequency word games Multi-sensory spelling practice groups Spelling and Grammar catch up sessions following 'Spelling and Grammar Matters' literacy programmes Lexia online literacy Support Literacy Progress Units Sound Training for Reading programme</p> | <p>leadership team or directorate 1:1 Alpha to Omega / Toe by Toe Programmes for key stage 3 1:1 support on Access advisory teachers from the local authority and Educational Psychologist 1:1 with Specialist Literacy/ Maths Tutor 1:1 work on exams support 1:1 work on The Hickey Language Course 1:1 work following the guidance of the specialist teacher or educational psychologist</p> |
| Communication and Interaction | <p>Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language, following guidance on in-class differentiation strategies for subject teachers Increased visual aids/modelling etc. Visual timetables and organisers</p> | <p>In class support from an LSA with some focus on supporting speech and language Small group speech and language support groups Academy Pastoral team support</p> | <p>1:1 LSA Speech and language support following Secondary Language Builders 3 x 25 minutes weekly Support from speech and language therapist Access to support from SALT team for social, interaction and communication difficulties. LSA Speech and language programme following a programme designed by a Speech and Language Specialist Input from the Autism Outreach Team Circle of friends and friendship building support</p> |

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| | Structured school and class routines | | Access to a trusted adult Specialist learning mentor/ Youth worker |
| Social, emotional and mental health difficulties | Whole school Behaviour Policy Whole school/class rules Class reward and sanction systems Circle or House Tutor Time social skills activities Healthy school's agenda SEAL curriculum activities and resources Access to Academy mentor, Head of House and Academy Counsellor Enrichment Activities | Small group Circle Time activities Group reward system Support for unstructured activities School mentor Team building challenges | Individual reward system Peer mentoring Solution focused brief therapy Motivational Interviewing 'Speech Bubbles' activities to support social understanding Social Stories Anger Management training Social skills training Access to support from SEBDOS team for social, interaction and communication difficulties. Support from Educational Psychologist Access to Haybrook SEMH support programmes Team Around the Child and Multi agency review meetings Access to the Inclusion Centre Personalised time tables and Personalised Behavioural Circle of Friends |
| Hearing and Physical | Flexible teaching arrangements Staff aware of impairment Medical support Brain gym exercises Uses of pencil grips Modified worksheets | Additional keyboard skills. Additional handwriting practice. Access to equipment, eg sloping boards, pencil grips. Motor skills programme for small group or individuals | Specialist Keyboard skills training Individual support in class and PE where applicable Physiotherapy programme where applicable Access to ICT or scribe for recording work where applicable Occupational therapist programme. Access to the Hearing Resource base and specialist teaching from qualified teacher of the deaf through consultations with The LA and following our admissions Policy Access to the Student Support unit where applicable |

6. Extra Activities

As an Academy our specialism is Science and our foci are Museum Learning and Rowing. Students with SEND are encouraged to take part in all extra curricula activities linked to our specialism and foci. The Museum Learning Department ensures that all students with SEND are involved in all SEND trips.

Our enrichment activities every Wednesday afternoon offer diverse inclusive extra curricula activities which all students are encouraged to take part in.

7. Meeting the Social and Emotional Needs of students with SEND

The Langley Academy provides a safe and calm environment, where students can learn and socialise. Students who are causing concern around the Academy and during lessons are highlighted either by the Heads of Faculty or their Raising Standards Leader, who will then provide a Round Robin which is sent to all their subject teachers to be filled in appropriately according to the student's attitude to learning. Parents/Carers are contacted before any support is put in place. They also have the opportunity to contact the Academy to enquire of their child's progress, discuss any issues they may have and have their questions answered. If the student has social and emotional issues due to stress at home, the Academy would provide outside help as well as one-to-one support with a trusted adult from the Academy.

At the Langley Academy we have a Nurture Group and Student Support Unit. These provisions provide a safe and calm environment where students can concentrate, interact and socialise. They also have the opportunity to express how they are feeling and are given time out, to reflect on their conduct or their personal circumstances in safe and quiet environment surroundings.

The Langley Academy has a reward system giving students the incentive to do better and achieve their goals. Every student matters at the academy giving everyone a chance to equal opportunities to succeed and be recognised for their good attitude to learning and achievements.

With reference to bullying

- We keep logs of every incident and participate in restorative meetings
- We have a bullying section on our website for students to anonymously tell of any bullying incidents, and to raise the profile of what bullying is
- We have a recognised award that says we are outstanding in anti bullying prevention (BIG)
- The students have had training in peer mentoring for use in our Tutor Programme
- We have achieved Princess Diana Award for Anti Bullying

Staff development

We believe that staff (teachers and support staff) should have appropriate training and staff development to support their role in working with students who have special educational needs and/or disabilities. Staff development needs are linked to the needs and targets identified in The Annual Strategic Plan. Details of our approach to training and development may be found in our Staff Development and Performance Management Policies.

Links with The Education Department, Support Services and other agencies and organisations

The Langley Academy works in partnership with the LA. The SENCO and Learning Support team liaise and work with outside providers (Specific Learning Difficulties, Visually Impaired, Hearing Impaired, Educational Psychologists and the Slough Advisory Service).

There is a service level agreement with Services Supporting Behaviour, Youth Service Team, Psychology Services and Services for Children with Learning Difficulties and Disabilities.

Transitions

The Langley Academy aims to be fully inclusive. All students who meet the admissions criteria are welcome, including those with special educational needs. The arrangements for their admission will be in accordance with the Langley Academy Admissions Policy. Parents/carers of a student with an EHCP have a right to choose a mainstream academy. Section 19 of The Children and Families Act 2014 and The Equality Act 2010 strengthens the right of children and young people with statements to be educated in a mainstream academy, unless this is incompatible with the efficient education of other students and no reasonable steps can be taken to prevent the incompatibility.

Links with other schools, transition and transfer arrangements

We have close links with our partner primary schools.

The key liaison activities are:

- Meetings with the SENCOs from primary schools

- Visits to primary schools by the SENCO, Academy Director in charge of Transition, Heads of House and LSAs
- Visits to The Langley Academy by individual students and/or small groups of students as required prior to Intake Day
- Liaison with parents/carers of students in Year 6
- We also have close links with our partner post-16 providers such as East Berkshire College. These links are enhanced through the work of other further/higher education providers Reading University, Brunel University and Royal Holloway.

| Helpful Contacts | | |
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| Miss Wauchob | Director of Personalised Learning and Safeguarding Officer | 01753 214472 |
| Mrs Lusuardi | Head of School | 01753 214440 |
| Mr Matshazi | SENCO and Specialist Teacher | 01753 214453 |
| Mrs Clegg | HRB Manager and Teacher of the Deaf | 01753 214449 |
| Mrs Pikulak | Manager SSU | 01753 214301 |
| Student Support | SSMs | 01753 214422 |
| Mrs Davies | Admissions & SEND/Pastoral Officer | 01753 214485 |
| Ms Goddard | SEND Administrator | 01753 214478 |

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