

Ernest Bevin Academy

Special Educational Needs and Disabilities (SEND)

Information Report

As a maintained school, Ernest Bevin Academy works within the Wandsworth Local Authority guidance on provision for children/young people with SEND in mainstream schools which explains the ways students with different and/or additional needs are provided for within the school.

For more information about the Wandsworth Local Offer access the link below and search for Ernest Bevin Academy www.wandsworth.gov.uk/localoffer

At Ernest Bevin Academy all students regardless of their needs, are offered Quality First teaching in an inclusive environment which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We can provide support for students with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At Ernest Bevin Academy, our Special Education Needs Co-Ordinator is Ms T. Williams. She can be contacted on 020 8672 8582 and her email address is SENCO@ernestbevinacademy.org.uk. We have a designated SEND Governor, Ms L. Calzia.

How accessible is the school environment?

Ernest Bevin Academy is a 3-storey building which is wheelchair accessible on the ground floor only. There are additional teaching blocks including the Science & Art departments; temporary classrooms; a separate Sports building and Sixth Form block. The Sports department has disabled changing, toilet facilities and a lift. We would ask parents to consider accessibility when applying for a place at Ernest Bevin Academy and we can involve the Occupational Therapist from the Local Authority in these discussions if required. When your child/young person (YP) first joins the school, we will ask you to let us know of any mobility or access issues.

What should I do if I am concerned about my child's/YP's progress or special educational needs?

As for all concerns, in the first instance contact your child's tutor either by telephone, write a note in his/her planner or email.

The tutor will raise your concerns with the Head of Year and where necessary with the Head of Department. Specific concerns would be discussed at year level and at subject department level. Teachers in conversation with parents/carers would discuss and agree actions which would be reviewed within a specified timescale.

Where the concerns are about statutory provision the SENCO will discuss the individual case with the Principal.

How does the school decide whether a child/ YP has special education needs (SEND) and what extra help they need?

Our school works closely with the primary school SENCOs and we plan for, monitor and manage SEND students transitioning from primary school to secondary school and across the other key phases to ensure we are prepared for students with additional needs as they arrive. In some cases, the SENCO will visit the primary school in advance of the student arriving to Ernest Bevin Academy.

Where SEND needs are known to the school the student and parents are interviewed on transition by the SENCO and/or SENCO Assistant. Ernest Bevin Academy follows a clear

process when initial concerns are raised about student progress or unidentified SEND needs (see SEND Identification Process).

The SENCO will establish a clear analysis of the student's needs drawing on the subject teacher's assessment and knowledge of the student; the tutor's knowledge of him; his rate of progress; achievement and behaviour and his development in comparison to his peers. The views of the parents and the student's own views will be vital and where relevant the views of external agencies will be sought. All parents will be informed in advance if their child/ YP is identified as requiring additional support.

SEND specific targets for students with SEND are mapped. The map will set SEND targets, e.g., SALT (Speech and Language Therapy) targets, and the necessary provision to meet those targets. The provision may involve interventions and support programs to help the students and to meet their individual needs. These targets are monitored and reviewed regularly by the Learning Support Assistant and the student. The provisional map is overseen by the SENCO, they are shared with parents at specific times during the year.

For most students with SEND, a Learner Profile with a description of the student's needs; diagnosis (if any); individual strengths and learning/ behaviour support needs and suggested classroom support strategies will be deemed appropriate. The Learner profile is shared with all adults working with the student.

How will I know how my child/YP is doing and how will you help me to support my child's/YP's learning?

Your child's/ YP's progress is assessed every 6 weeks by their subject teachers. All parents receive a termly written report outlining pupil progress. At Key Stage 4 and 5 progress is assessed against examination grades. There are Parents' Evenings for all year groups. There is an Options Evening in Year 9 to support and guide you and your child/ YP through the KS4 curriculum. There is also a Sixth Form advice evening for students in Year 11. At these Parents' Evenings you will have an opportunity to talk with all your child's/ YP's teachers and the SENCO is available for individual parent consultation.

If your child/ YP requires more targeted support, you will be invited to attend a TAC meeting (Team Around the Child) to review his targets and to discuss future support plans. We value these three-way meetings and see the involvement of parents and students at the meeting as vital to support progress.

Additional meetings are available by request (email or telephone the school) and for students with a high level of need, regular contact with the Learning Support Assistant (LSA) is encouraged. We welcome parental involvement in school life and constructive feedback enables us all to support learning. Occasionally feedback is sought formally via student voice during meetings.

Parents/carers will be informed when any intervention is put in place. This will briefly outline the intervention support and show how the agreed outcomes are to be achieved.

Research shows that parental involvement has a significant impact on the progress that students make in school. We encourage regular communication with parents and carers. Students are given regular homework which is marked, and feedback is given.

The SEND Department holds two parent coffee mornings where parents of children with a SEND are invited to attend.

When students join in Year 7, parents are invited to an Induction Evening and staff will suggest ways of supporting their child, YP's learning. At parents' evenings staff will give suggestions to parents of ways to support their child/YP as an individual.

How will my child/YP be involved and consulted?

Assessment for learning lies at the heart of teaching and learning. All teachers provide quality verbal and written feedback to support students to make progress.

Targeted students will be supported to understand verbal and written feedback by their allocated Learning Support Assistant (LSA). These students will also be monitored and assessed against their individual targets within every lesson in which they are supported.

Students play a very important part and are fully involved in the setting of and the reviewing of their targets. The Learning Support Assistant supports the student to set specific, measurable, achievable and realistic targets (SMART) and gives regular feedback on how he is doing in lessons and what more he may need to do to fully achieve these targets.

How do you assess and review my child/ YP's progress?

- All students undertake assessments prior to joining Year 7. These assessments are used to help organise students into teaching groups. The SENCO has access to these results.
- All students (Year 7 to 11) will use SPARKS Reading assessments throughout the year to monitor progress in reading.
- Parents and students with Education, Health and Care Plans (EHCP) meet on a termly basis where progress is monitored against the short-term targets as set out in the EHCP and broken down further in the Individual Learner Plan.
- All SEND targeted interventions have agreed objectives with clear entry and exit criteria and these are reviewed on the completion of the intervention.
- The SENCO reports within the school to the school's Senior Leadership Team and to the Governing Body on a regular basis.
- Students who have Education, Health and Care Plans also have their progress formally reviewed in Annual Review Meetings with parents and where appropriate attended by any or all professionals supporting the child/YP.

How is teaching and the curriculum adapted to my child/ YP's needs?

The subject teachers deliver Quality First teaching, adapted for individual students and this is our first step of the SEND graduated approach in responding to students with SEND. The lessons are designed to provide both challenge and support. All students are entitled to equivalent learning opportunities and a broad, balanced and relevant curriculum. Where a student's needs are additional to and/or different from the majority of his peers.

Where possible LSAs work closely with subject teachers to ensure that students with additional needs can access all of the curriculum. Subject teachers provide ICT rich environments for all students and targeted students can use and access additional resources when necessary and if appropriate.

How we support students with their literacy and numeracy development:

- All students are supported to develop their literacy and numeracy skills through Quality First teaching. The curriculum is designed to support all students to make the expected level of progress. All teaching groups, apart from mathematics, science and computer science, are mixed ability.
- Literacy progress is monitored at KS3 using Sparks Reading assessments. Progress against these assessments is monitored by your child/YP's tutor.
- Targeted students who struggle with reading will have timetabled small group interventions using either Read Write Inc or Reciprocal Reading schemes.
- All students have access to many resources including online resources such as

Sparks Maths. These websites provide resources and are levelled to target mathematical concepts and built on acquisition of key skills. Students also have access to Microsoft Teams (the school's VLE) and within the mathematics area all students have entry to ongoing work. A homework book has been uploaded to allow additional practice at home, with parental assistance. KS4 students also have access to Seneca

- All students with a SEND have access to Study Plus from 3.30-4.30pm, three afternoons a week, which is a fully staffed space to provide support with homework tasks, revision and provide additional literacy and numeracy support.
- All students have a log in to the Microsoft Teams site where they can complete homework tasks and find additional curriculum exercises. Parents can also check in on their child/YP's progress.

What specialist services from outside does the school use to help meet children/YP's needs and how do you work together?

The school has access to the full range of Local Authority specialist services in education, health and social care. See the LA local offer.

These include Educational Psychology Service; Wandsworth Speech and Language Secondary Service; WAAS (Wandsworth Autism Advisory Service); Catch22 – Young Persons' Health; Youth Support Team; National Health Service School Nurse; Wandsworth approved Alternative Provision providers; including Road to Success (R2S); Educational Welfare Service; CAMHS (Child and Adolescent Mental Health Service); Visual and Hearing Impairment support services, Occupational Therapy services and SEND Parent and Carer Forum.

Referrals are made through the SENCO or Inclusion Team. Professionals are invited to meetings and reviews as and when appropriate. There is a weekly multi-professional Inclusion Panel.

How are children supported when changing schools or transferring to other education, employment or training?

Your child/YP will receive careers guidance from year 9 onwards and will have a one-to-one meeting with a career's advisor in year 11 and KS5, who will advise on suitable post-16 courses.

What support is there for my child/YP's emotional well-being?

- Your child/YP's tutor plays a key role in developing their emotional wellbeing. The tutors see their tutees daily and the tutor should always be the first point of contact if you or your child/YP has any concerns.
- Value-based assemblies are delivered weekly to all students across the school.
- All students are taught SMSC and SRE in a PSHE period and tutor time.
- The school has a Designated Lead for Mental Health and a range of services to support young people's emotional wellbeing, these include Pastoral Support Managers and a Pastoral Support Mentor. In school there is access to the student counsellor.
- The school runs a daily lunchtime Social Skills Student Lunch Club. The club is primarily for any student who may need additional support in developing friendships, settling into secondary school and any student who is anxious for whatever reason. All referrals to the Social Skills provision are made through the SENCO.
- All students are encouraged to participate in the range of extra-curricular activities and clubs available at the school. The SENCO understands the importance sports can play in developing a student's wellbeing and encourages students to join both lunch time and before and after school clubs.

- All students receive an annual assembly and regular guidance around bullying and cyber-bullying.

What support is there for my child/YP's medical needs?

Students with medical needs have the same admission rights as other students. Most of our students with medical needs attend school regularly and can take part in normal activities, sometimes with support. Ernest Bevin Academy has developed policies on managing medicines and has put in place effective management systems to support individual students with medical needs. All students with medical needs have a medical profile document available to all staff.

If your child/YP has a medical condition that requires medication, their name will be held on our school medical database. All staff have access to medical information to all students who are identified as having clear medical needs.

Where your child/YP has a high-level medical need, a meeting will be held with parents/carers, Inclusion Lead and school's health coordinator, to explain our health and safety policy and procedures. For those students, guidance from our designated school nurse will be sought alongside relevant medical care plans. Prescription medicines are all kept in the medical room and are managed and supervised by medical room staff. If your child/YP is on the medical register, you will be sent a letter annually requesting that you update us on their current medical condition and prescribed medication.

What training and specialist skills do the staff supporting students with SEND have or are having?

All Departments, Learning Support Staff, Teaching (including Beginner Teachers and Early Career Teachers) and Support Staff take part in an on-going training programme which includes the 4 aspects of the 2014 Code of Practice. This includes sessions on Social Emotional and Mental Health, Hearing Impairment, Attention Deficit and Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD); Speech, Language and Communication Needs (SLCN); Dyslexia. Designated SEND and Pastoral staff receive training in ELSA (Emotional Literacy Support Assistant) and ELKLAN (a programme to support language and learning). In addition, the SEND department delivers weekly SEND training to all staff and is part of the monitoring of QFT throughout the school.

All staff receive annual PREVENT training and we have held a session for parents. All Staff have statutory safeguarding training.

The SEND Department is managed by the SENCO who has a specialist post-graduate qualification (National Award for Special Educational Needs Coordination, NASENCO).

How will my child/YP be included in activities outside of the classroom?

Ernest Bevin Academy offers a range of extracurricular activities to all students. All young people are actively encouraged to choose a sport from the extensive range on offer, including swimming, volleyball, football, a fitness suite, basketball, cricket and table-tennis. and the Combined Cadet Force is offered to students in Years 9, 10 and 11. Sports activities take place at lunchtime, after-school and at weekends. Additional adult support and mentoring from our sports partner Greenhouse includes specialist coaches and apprentices being available to both support activities outside the classroom.

A number of non-sports related enrichment activities and clubs are offered and accessible to all students including Choir and peripatetic music bands. There are also numerous curriculum-based clubs such as Science, DT, Art and English Club which your child/YP can sign up for.

We run many school trips (including some residential trips) during the academic year which are open to all students. All external school trips are risk-assessed and the school ensures there is the required student – adult ratio to include students with Education, Health and

Care plans.

Where we feel it is necessary for some students, we will invite Parents or Carers to meet with school staff to plan appropriate support.

How can parents and carers get involved in the school more generally?

We fully recognise the importance of close liaison between the school and home, effectively providing support for students' education. Parents can access the school website and can communicate with school through email, by phone or via the student planner. Parents can put themselves up for election to the Governing Body. Parents are welcome to the two coffee mornings if they wish to become more involved in the school's life.

What should I do if I am unhappy with my child/YP's support or progress?

In the first instance you should speak to your child/YP's tutor. Where you continue to have concerns you can speak to the Head of Year and the SENCO.

If your concerns are unresolved you should follow the school's complaints policy which can be found on the school website or on the Wandsworth council website.

Where can I go for further advice and support?

- The Wandsworth Information, Advice and Support Service (WAISS) for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at - <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8065
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 07496 600171.
- More information about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page . THRIVE Online (previously The Family Information Service) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email thriveonline@wandsworth.gov.uk .

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email SENCO@ernestbevinacademy.org.uk

Report reviewed: Spring 2023

Next review: Spring 2024

Appendix A: Identification of SEND

