



The SEN Information Report

Lakelands Academy



Introduction/ Overview

Lakelands Academy is a small **(564 on roll including Kettlemere Centre)** rural secondary provider for the 11-16 age group. Ofsted (2019) deemed the school good.

In the academic year 2020/2021 there are 98 **(including 22 Kettlemere students)** students identified with SEN needs, **of these 44 (including Kettlemere students)** have Education, Health and Care plan. This list is reviewed termly. These students are supported by all staff through the use of quality first teaching and inclusion strategies. We have 4 key mentors for each area of need outlined in the Code of Practice, Communication and Interaction, Social Emotional and Mental Health, Physical and Sensory and Cognition and Learning. We have teaching assistants assigned to the English and Maths faculty to enable students to have access to high quality provision in the core subjects. In addition to this Lakelands Academy employs a part time specialist dyslexia teacher. Where appropriate the expertise of outside agencies is called upon for specific advice.

This SEN Information Report should be read alongside the SEND policy, equal opportunities policy and accessibility plan.

Parents may want to examine the options identified in the LA Local Offer which sets out details of SEN provision – including the full range of post-16 options and support available to young people with SDEN and disabilities to help them prepare for adulthood, including getting a job. This can be found at: <https://www.shropshire.gov.uk/local-offer/>

How we consult with parents and carers of children with Special Educational Needs

- Open evenings in October and July give parents of Year 6 students with SEN the opportunity to meet with the SENCo and share information and concerns.
- The SENCo attends Year 6, and where appropriate, Year 5 annual reviews.
- A questionnaire gathering information about specific concerns or medical conditions is sent to all parents prior to transfer.
- Individual additional visits of parents and student can be arranged if appropriate.
- An individual profile is drawn up with the student and family to inform all staff before the students starts in Year 7.
- A pastoral evening in October for year 7 gives an additional opportunity to share any concerns.
- Reports are published twice a year.
- The SENCo is available on all parents' evenings.
- Parents are invited to attend the annual review for students with an Educational, Health and Care Plan.
- Parents will be invited to the termly reviews for students with statements and those receiving SEN support.
- When appropriate to access support from outside agencies, a whole family webstar and assessment form will be completed.
- The SEND policy, Accessibility Plan, Equality Policy and SEN Information Report are available on the website.

How we consult with our students with Special Educational Needs

- Each student with a EHCP contributes to their individual profile and completes an 'all about me' section for the annual review
- The annual PASS survey.
- The termly review
- Intervention feedback forms.
- Numerous informal discussions with form tutors and subject teachers including in the Welcome Group, Tutor Time, Lunch Time Activities, Homework Club etc.

How we support our students at times of transition

- The SENCo attends Year 6, and where appropriate, Year 5 annual reviews.
- The Assistant Head responsible for Transition visits the Primary schools, along with the SENCo if deemed appropriate.
- Additional transition visits are organised in the June preceding transfer for more vulnerable students.

- A questionnaire gathering information about specific concerns or medical conditions is sent to all parents prior to transfer.
- Any additional training from outside agencies for new identified needs is ideally done prior to admission.
- Individual additional visits can be arranged if appropriate.
- A pastoral evening in October for Year 7 gives an additional opportunity to discuss any issues resulting from the transfer.
- Individual discussions with students during decisions about guided choices for KS4
- Learning support personnel from post 16 providers are invited to the Year 11 annual review which are scheduled for the Autumn term.
- Supported individual visits to post 16 providers can be facilitated.

How we adapt our curriculum and learning environment to include students with Special Educational Needs

- Students are set according to ability in Maths, English and Science from Year 8.
- All staff have access to individual profiles, a provision map highlighting specific student difficulties and suggesting strategies to support these difficulties.
- Appropriately trained staff support students with physical difficulties according to their disability.
- Appropriately trained staff support students with Autistic Spectrum Condition.
- Vocational courses are available when appropriate at KS4.
- Access arrangements for exams are available, as appropriate, throughout secondary school, formal assessments and application for access arrangements for external GCSE are made at the beginning of Year 10.
- For students with Scotopic sensitivity, overlays are available and worksheets and exams can be produced on the appropriate coloured paper.

- For dyslexic students, use of highlighter strips, copying from a print-out rather from the board or use of a PC are encouraged.
- For those with word finding difficulties and poor vocabulary or spelling Word Bank Books are supplied in Year 7.
- For those with mobility difficulties the site is wheel chair accessible throughout. Disabled changing rooms and toilets are available. Design Technology is equipped with a height adjustable kitchen and work benches.

Our Provision for students with SEND

Communication and Interaction: Key Mentor Miss Richards

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identifying needs Primary school records and liaison meetings Information from parents including year 6/7 questionnaire Feedback from staff – Year 7 Oct scoping exercise. Concerns expressed. CAT (Cognitive Ability Tests) done at the beginning of year 7 Reading and Spelling ages. PASS survey</p> <p>Assessing and reviewing Intervention programme includes an assessment and review exercise.</p>	<p>Subject teachers make use of the Word Bank books to reinforce key terms.</p> <p>Vocabulary displayed in the classroom.</p> <p>All staff model good clear speech. Instructions broken down and written in bullet point form.</p>	<p>Support All staff model good clear speech. Instructions broken down and written in bullet point form. Use of Word Bank Book in all lessons ideal for supporting homework. Lunch time activities and social skills groups help develop communication and enhance vocabulary.</p> <p>Intervention</p> <p>Understanding key terms work and lunchtime reading sessions.</p>

<p>Therapist assesses, reviews and reports. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly review meetings including the annual review for students with an EHCP.</p>		<p>Referral to the NHS Speech Therapist if need is seen to be significant.</p> <p>Appropriate access arrangements for exams.</p>
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2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identifying needs Primary school records & liaison meetings Information from parents including Year 6/7 questionnaire Feedback from staff – Year 7 Oct scoping exercise. Concerns expressed by parents or staff. PASS survey.</p> <p>Assessing Use of ASC profile. Involvement of SPECTRA (Outside agency expert in supporting students on the autistic spectrum) –assessment available Involvement of CAMHs (Child and Adolescent Mental Health Services)</p> <p>Reviewing Follow up sessions with Spectra. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly review meetings including the annual review for students with an EHCP.</p>	<p>Often it is the teaching environment not the teaching content that needs adapting.</p> <p>Staff are aware that often students with ASC can take things literally and provide explanation of idiom etc. as required.</p> <p>Staff through the provision map will be aware of any particular individual environmental and other adjustments required.</p>	<p>Support and intervention This is individual and can include – A transition group in the first term led by Val Jones from Spectra. On-going input from Spectra. Involvement of Autism West Midlands Meet and greet in a morning. Access to support at break and lunch times. Clear communication regarding changes to timetable personnel etc. Social skills, self- esteem groups. Leaving lessons a few minutes early to avoid busy corridors. Use of the dining room 5 minutes before other students. Use of social stories and comic strips. Clear explanations regarding expectations. Opportunity to complete homework at school in homework club at lunchtime or after school. Appropriate access arrangements for exams.</p>

Cognition and Learning: Key Mentor Mrs Cole

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identifying needs and assessment Primary school records and liaison meetings Information from parents including Year 6/7 questionnaire Feedback from staff – Year 7 October scoping exercise. Concerns expressed by parents or staff. CAT (Cognitive Ability Tests) Reading and Spelling ages. PASS survey More detailed assessments e.g. SNAP, BPVS, York Reading Test etc. will be used as appropriate. Educational Psychology Services to be accessed if required.</p> <p>Review Academy wide monitoring via the report system. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly review meetings including the annual review for students with an EHCP. Reading and spelling ages are completed every six months.</p>	<p>Students are set appropriately according to ability and need. Differentiated work provided within the class. Differentiated expectations for homework tasks. A variety of teaching styles to cater for auditory, visual and kinaesthetic learners. Word Bank books available Subject specific vocabulary provided before a topic for reference. Additional time allowed for processing and responding to questions. At KS4 vocational and appropriate courses available.</p>	<p>Intervention groups for Maths and English at KS3 to facilitate catch up programmes e.g. intense review of phonics and Math-Wizz and Speed Numeracy. Lunchtime reading groups for those with standardised scores below 90 in Year 7 and below 85 in Years 8 and 9 Registration reading to secure progress made in Lunchtime reading 2 x 15mins individual for a term led by senior students. Appropriate access arrangements for exams.</p>

2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identifying needs and assessment Primary school records and liaison meetings Information from parents including Year 6/7 questionnaire Feedback from staff – Year 7 Oct scoping exercise. Concerns expressed by parents or staff. CAT (Cognitive Ability Tests) Reading and Spelling ages tested and analysed. PASS survey More detailed assessments including The Dyslexia Assessment All students with dyslexia are screened for Scotopic sensitivity.</p> <p>Review Academy wide monitoring via the report system. Termly review meetings. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly review meetings including the annual review</p>	<p>Dyspraxia Use of aids allowed. Work recorded by typing wherever possible. Work marked for content not presentation. Transcript made available as necessary.</p> <p>Dyslexia White board background colour adjusted. Provide board notes as a print out. Encourage use of a highlighter strip for ease of location. Worksheets with font size 14 as a minimum double spaced in Verdana or Comic Sans font. Allow the use of an overlay. Allow the use of PC or Alpha Smart for recording. Mark for content not spelling (first 3 spellings) Scribe used if necessary- but word processing is preferred, Use of Read, Write, Gold programme to support independent reading. Additional time allowed.</p>	<p>Dyspraxia Use of a writing slope, adapted pens and pencils including pencil grips. Use of an alpha smart for recording. Sportsability lunch time programme. 30 mins weekly up to 10 students Speed up – OT 8 week handwriting programme. 30mins x 8 sessions for 3 students</p> <p>Dyslexia Individual specialist sessions followed up by trained teaching assistants. Units of Sound Programme is the basis for intervention. Use of phonic based programmes in withdrawal groups. E.g. Totem Series. Individual precision teaching using Toe by Toe 3x 15 min sessions weekly Use of overlays, coloured paper or coloured glasses as appropriate. Use of highlighter strips. Use of PC or Alpha Smart for recording or a scribe if necessary in exceptional circumstances. Use of speech to text software as appropriate.</p> <p>Dyscalculia Morning sessions led by senior students to improve</p>

<p>for students with an EHCP. Speed up, Math-Wizz and Units of Sound have built in review systems.</p>	<p>Dyscalculia Use of aids such as times table squares and concrete apparatus e.g. Diennes Blocks when lessons involve the 4 rules of number.</p>	<p>times tables knowledge. 3x15mins weekly individual help Individual support using Power of 2 3 x15 mins individual length of course varies according to individual progress. Appropriate access arrangements for exams.</p>
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Social, Mental and Emotional Health: Key Mentor Mrs Allum

<p>How we identify needs, assess and review progress</p>	<p>How we adapt teaching to ensure access to the curriculum</p>	<p>How we provide support and intervention for those with identified needs</p>
<p>Identifying needs Primary school records and liaison meetings Information from parents including Year 6/7 questionnaire Feedback from staff – Year 7 October scoping exercise. Concerns expressed by parents or staff. PASS survey.</p> <p>Assessing and reviewing Strengths and difficulties on-line questionnaire. CAMHs or other relevant agencies accessed through correct pathway. Multi-agency meetings with all concerned to provide review. CAMHs to provide updates. Academy wide monitoring via the report</p>	<p>Staff made aware of any difficulties in order to adjust responses appropriately.</p> <p>Time out cards available in extreme circumstances.</p> <p>Sensitive make up of groups for group work.</p> <p>Appropriate seating plans put in place.</p>	<p>Individual targets monitored by the pastoral team or form tutors all of which are contributed to by all staff each lesson.</p> <p>An identified person for the student to be able to talk to- normally form tutor.</p> <p>Resiliency training at KS3 and KS4 led by Val Jones from Spectra 1 hour per fortnight x 6 session maximum 6 students per group.</p> <p>Self-esteem/anger management/relaxation/ CDs available.</p> <p>Time out in the bubble room to calm down.</p> <p>Emotional coaching. 5x Teaching assistants have attachment training Level 1. 3 have Level 2</p>

<p>system. Termly review meetings. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly review meetings or more frequently if necessary including the annual review for students with an EHCP</p>		<p>and 1 has Level 3. School counselling. Access to Early Help. Appropriate access arrangements for exams.</p>
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Sensory and/or Physical: Key Mentor Miss Lovett

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identifying Needs Primary school records and liaison meetings Information from parents including Year 6/7 questionnaire Feedback from staff – Year 7 October scoping exercise. Concerns expressed by parents or staff. Information from SIS (Sensory Inclusion Services).</p> <p>Assessing and reviewing SIS visit either termly or yearly depending on the severity of the impairment and provide a review.</p> <p>Academy wide monitoring via the report system. Termly review meetings. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly review meetings including the annual review for students with an EHCP.</p> <p>.</p>	<p>As identified by SIS</p> <p>Appropriate seating according to which side the impairment is.</p> <p>Teacher to wear a transmitter as required.</p> <p>Reduced back ground noise.</p> <p>Audio work i.e. listening exercises in MFL to be completed with a live speaker.</p> <p>Teaching assistant to mediate instructions and record if outlined by SIS.</p>	<p>Appropriate support as directed by outside specialist.</p> <p>Information shared to all members of staff.</p> <p>Liaison with teacher of the deaf essential.</p> <p>A hearing loop system is installed in the building.</p> <p>Appropriate access arrangements for exams.</p>

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identifying Needs Primary school records and liaison meetings Information from parents including Year 6/7 questionnaire Feedback from staff – Year 7 October scoping exercise. Concerns expressed by parents or staff. Information from SIS (Sensory Inclusion Services) and the Hospital</p> <p>Assessing and reviewing SIS visit termly or yearly depending on the severity of the impairment and provide a review.</p> <p>Updates from the Hospital</p> <p>Academy wide monitoring via the report system. Termly review meetings. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly</p>	<p>Bespoke programme according to the severity of the impairment.</p> <p>This would include modifying worksheets and textbooks to an appropriate size and removing back ground clutter. Individual text book. Appropriate seating. Reduced glare i.e. use of blinds. Use of PC for recording Specific adaptations required in Science, DT, art PE and other practical subjects.</p>	<p>Appropriate support as directed by outside specialist.</p> <p>Information shared with all members staff.</p> <p>Liaison with teacher of the partially sighted/blind essential.</p> <p>Appropriate risk assessments completed.</p> <p>All students to store bags etc. appropriately to avoid trip hazards.</p> <p>Appropriate access arrangements for exams.</p>

review meetings including the annual review for students with an EHCP.		
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3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identifying Needs Primary school records and liaison meetings Information from parents including Year 6/7 questionnaire. Feedback from staff – Year 7 October scoping exercise. Concerns expressed by parents or staff.</p> <p>Assessing and reviewing Relevant outside agencies normally visit termly or yearly depending on the severity of the disability and provide a review.</p> <p>Updates from the Hospital.</p> <p>Academy wide monitoring via the report system. Termly review meetings. Staff review through staff review form completed twice yearly. Reviews shared with parents at the termly review meetings including the annual review for students with an EHCP.</p>	<p>Adaptation of the curriculum will depend on the nature and effect of the physical difficulty.</p> <p>In most cases practical subjects such as PE, art and DT are where most adaptations are required.</p> <p>Height adjustable work areas are available in DT.</p>	<p>Appropriate support as directed by outside specialist.</p> <p>Information shared with all members of staff.</p> <p>Liaison with OT and /or Physio essential.</p> <p>Adjustable table's</p> <p>Appropriate risk assessments completed.</p> <p>Appropriate access arrangements for exams.</p>

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How we involve parents and carers in the assessment and review process

Through Academy wide monitoring via the report system and parent's evenings, parents are informed of student progress and have the opportunity to respond.

Presently staff, Head of Year/ Assistant Head of Year or SENDCo meet with parents when preparing a whole family webstar and assessment, subsequent partnership meetings ensure parents are involved in the assessment and review process.

Parent's views are sought when a SNAP analysis is completed.

The SENDCo meets with parents when preparing request for statutory assessment. If granted parents are invited to the annual review and usually one of the 2 other review meetings.

Parents are invited to three review meetings a year, 1 meeting per term.

How we involve our students with Special Educational Needs in the assessment and review process

Students meet with SENDCo termly to review Student Passports and identify new targets.

Students are asked to contribute to the annual review process and are expected to attend Annual reviews.

Student's views are sought when assessments are carried out.

Feedback forms are completed at the end of each intervention programme.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and students in this process

Interventions have a clear entry criteria and an exit criterion for example lunch time reading, spelling and handwriting use standardised scores as the evaluation tool. Some interventions are time limited. For those interventions with a social aspect questionnaires on entry and exit are used to gauge changes in attitude or student perceptions e.g. social skills groups and mentoring.

Parents are involved in drawing up their child's individual profile

Parents are invited to give feed- back at annual reviews and termly reviews. At parent's evenings there is the opportunity to discuss SEN provision with the SENCo.

How we ensure access to our facilities for all of our students

The accessibility plan is updated annually and is available on the Academy website.

What activities are available to our students with Special Educational Needs, in addition to the curriculum?

- Sports ability -Weekly lunch time activity to promote core stability (to help students living with dyspraxia) and social interaction.
- Staffed lunch time games room daily -to promote social interaction and offer a “safe haven”.
- Staffed lunch time quiet room daily to allow a quiet space for homework or a chat.
- An SEN homework club supports students after school.
- Social skills groups in Year 7 and 8
- Reward trips.

What support is available for our students with Special Educational Needs?

- A welcome/ breakfast group supports the more vulnerable students at the beginning of the day.
- In **extreme** circumstances some students are withdrawn from MFL to provide additional literacy and specific support for dyslexic students.
- Intervention programmes are available to address difficulties with reading, spelling, handwriting, times tables, social skills, speech and language and vocabulary enrichment.
- All staff have access to a provision map/ SEN register and student profiles highlighting specific student difficulties and suggesting strategies to support these difficulties.
- A quick guide to difficulties and strategies for each form will be available every September.
- Key workers support students on the autistic spectrum to access the classroom environment and when necessary support them whilst working outside the classroom. .A range of auxiliary aids e.g. writing slopes, pencil grips, alpha smarts, wobble cushions, highlighter strips, overlays and fiddle sticks are available and widely used.
- Access arrangements for exams are available, as appropriate, throughout secondary school, formal assessments and application for

access arrangements for external GCSE are made at the beginning of year 10.

- For students with scotopic sensitivity, overlays are available and worksheets and exams can be produced on the appropriate coloured paper.
- For dyslexic students, use of highlighter strips, copying from a print-out rather from the board or use of a PC are encouraged.
- For those with word finding difficulties and poor vocabulary of spelling Word Bank Books are supplied in Year 7.
- For those with mobility difficulties the site is wheel chair accessible throughout. Disabled changing rooms and toilets are available. DT is equipped with a height adjustable kitchen and work benches.
- In extreme cases a modified timetable can be implemented to support a student through specific difficulties.

What training have our teachers and other staff had to enable them to support students with Special Educational Needs effectively?

Over the last 5 years there has been a whole school focus on some area of SEND.

Supporting students on the autistic spectrum -Val Jones

Supporting students with dyslexia –Yolande Jacques

Supporting students with behavioural difficulties- Head of Year.

Other whole school training:

Dealing with epi-pens (yearly) - School Nurse

Dealing with Epilepsy.

SENDCo – NASC Master’s level qualification through Birmingham University (passed with distinction), NPQSL, PDip in Teaching and Learning, PGCE secondary Geography and BSc Single Honours Geography.

Teaching assistants as a group have also received training on:

Using access arrangements (on line through CAPITA) in house – Yolande Jacques

Supporting students on the autistic spectrum including use of social stories- Kettlemere Centre

Improving handwriting-National Handwriting Association

Individual TAs have attended courses on Self –harm, Speech and Language therapy and Friends Together

The majority of TAs have gained their ‘Supporting teaching and Learning’ level 2 or 3 qualification.

CBT training

Level 1 AET training

Level 2AET Training

Cool Kids- OT support

CBT Training

Attachment Training Level1,2 and 3

Mental Health Training- Level 1

Moving and Handling training

How we obtain the services, provision and equipment required by our students with Special Educational Needs

Services.

Some services are available through the LA -Speech and language therapy, OT, Physio, Bee U (CAMHS), Targeted Youth Support, ENHANCE, School Nurse, SIS. These are accessed by completing the appropriate referral forms provided the assessment criteria have been met.

Some services are available through the Local Health Authority- advice regarding specific conditions e.g. Muscular Dystrophy, Diabetes etc. These are accessed if a student in school has a particular condition.

Some services are bought in – Spectra (ASC support) some SALT, Educational Psychology. Part of the high needs block budget is used to fund this provision.

Provision

All in Academy provision outlined above including all Teaching Assistant support and Specialist Dyslexia support is funded from the DSG and the money ring fenced for statemented students. Some additional funds come from the student premium and attainment data money.

Equipment

The Academy is charged with providing auxiliary aids and services for disabled students. Where there is a high cost e.g. installing a lift application is made to the LA.

How we support the emotional and social development of our students with Special Educational Needs

Form tutors are instrumental in providing pastoral care, followed up by the pastoral team. An Assistant Head has the overall responsibility for pastoral care. Statemented students have a key worker, frequently this develops into a trusting relationship, where concerns can be dealt with before they become big issues, however the most consistent Key Worker is the student's form tutor.

The Welcome groups, Lunch Time Clubs and the LEAP provide a "safe haven" for many of the more vulnerable students.

Any incident of bullying is dealt with according to the Academy bullying policy, through the achievement team.

If you have any questions, concerns or complaints or compliments about our provision for students with Special Educational Needs

Contact Miss A. Warren -SENDCo

Telephone: 01691 622543

Email: sendco@lakelandsacademy.org.uk

SEN Link Governor: Debbie Simmonds

Other Lakelands Academy policies relevant to this document. These can be found on our website www.Lakelandsacademy.org.uk

Accessibility Policy

Medication Policy

Equality Policy