



SEN Information Report

Principal	Shereka James
Senior Leader with responsibility for oversight of SEND	Ian White
SEND CO	Suzanne Scott
DEPUTY SEND CO	Eszter Solymon
SEND Governor	Evan Price
Review Cycle:	Annual
Governing Body Ratification	March 2022
Date shared with Academy Staff	March 2022
Review Date	March 2023
Legal Framework	<p>Special educational needs and disability code of practice: 0 to 25 years (Jan 2015)</p> <p>Equality Act (2010)</p> <p>Children Act 1989 (as amended 2004 Section 52)</p> <p>Education Act 2002 s175/s157</p> <p>The Teachers Standards' 2012</p> <p>National Association for Special Educational Needs</p>
Statutory Guidance	<p>The national curriculum in England Key stages 3 and 4 framework document (Dec 2014)</p> <p>Listening to and involving children and young people (Jan 2014)</p> <p>Keeping children safe in education (March 2018)</p> <p>Working together to safeguard children (September 2018)</p> <p>Exclusion from maintained schools, academies and pupil referral units in England. (September 2017)</p>
Related Policies	<p>Equality; Safeguarding; Curriculum; Teaching and Learning; Assessment and Reporting; Health and Safety; Behaviour for Life; Admission; Educational visits; Anti - Bullying; Looked After Children; PSHCE; ESafety.</p>

SEN Information Report

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out the support that is available for children and young people with Special Educational Needs and Disabilities (SEND) in the local area.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

The following information outlines the support and provision that pupils with SEND can expect at Skinners' Academy.

Overview

Skinners' Academy is an inclusive mainstream secondary school offering places for pupils aged 11-18 years in Hackney, with the Sixth Form on the same site as the secondary school.

The school has a national average of Educational, Health and Care Plans. As a mainstream school the expectation is that all pupils attend mainstream lessons for majority of their school day, only being withdrawn for specific interventions or programmes. We also encourage all students to participate in enrichment activities such as after school clubs and music sessions.

The school supports pupils across all 'four broad areas of need', as detailed in the SEND Code of Practice (2015). We believe in a holistic approach to supporting our students, so we offer counselling and emotional support as well as academic interventions. The vision of high expectations and aspiration extends to all our students; we provide a wide range of interventions and support to enable students with additional needs to flourish and thrive.

At Skinners' Academy we support pupils with all types of SEND including:

- Autism Spectrum Disorder
- Social, Emotional and Mental Health
- Hearing Impairment
- Visual Impairment
- Speech, Language and Communication Needs
- Specific, Moderate and Severe Learning Difficulties
- Multi-sensory Impairment
- Physical Disability

Admissions

For admissions, please refer to the Academy's Admissions Policy on the Academy website. All applications to Skinners' Academy must be made through the Hackney Learning Trust who operate as part of the PAN London admissions system. The Admissions Arrangements for future years can also be found on the academy website. Admissions for children with Education, Health and Care Plans are undertaken via a consultation process; further information and for information related to admission to the ASD Resourced Provision should be sought via The Hackney Learning Trust.

Identifying pupils' additional needs

The SEND Department, alongside the Lower School Team, makes contact with feeder primary schools to gather information about prospective students joining the Academy. This is to ensure that we know and can cater for the needs of our incoming students and plan transition accordingly.

On admission, the academy receives hard copies and electronic information from pupils' previous settings in relation to identified additional needs and support that is required.

Once a pupil is on role, the following procedures are in place to enable the identification of additional needs:

- Tracking of pupils' attainment and rate of progress and by teachers and subject areas
- Monitoring by Heads of Year and the Pastoral team in weekly meetings
- Teachers expressing a concern to the SENCo, via the academy's SEND Initial Concern process.
- Concerns raised by the parent are followed up using the academy's SEND Initial Concern process.
- Information given to the school by other professionals.

Needs are also assessed by CATS tests and baseline assessments in each subject.

The academy ensures that screening tests for Access Arrangements are undertaken and that Access Arrangements are in place, for students requiring this provision, for both internal and public examinations.

Supporting students at Skinners' Academy

In accordance with the Revised Code of Practice, 2015, and the Academy Special Educational Needs Policy, we recognise that children have special educational needs if they have "a learning difficulty which calls for special educational provision to be made for them".

Students on the SEN register are identified as either School Support or as having an Education, Health and Care Plan. Students [on the SEN register identified as School Support](#) are provided with a Student Support Profile which outlines their need, their objectives and advice for teachers to ensure that quality first teaching through differentiated lessons, tasks and resources.

Some students at School Support will also be supported through small group intervention, Teaching Assistant Support or involvement of external agencies.

Based on need, the school allocated behaviour or learning mentors for students who work closely with their mentors on achieving their individual targets.

Students with an Education, Health and Care Plan (formerly a statement of SEN) receive provision at the level of their need and based on the outcomes of their plan.

At the beginning of year 7, a small number of students with SEND are identified to join the SEN Department's Nurture provision. They attend smaller classes and have access to more personalised learning as well as organisational support in order to ensure they have a smooth transition from primary to secondary setting.

For students in KS4, we offer Literacy and maths booster sessions as well as ASDAN courses.

Our aim is to ensure that all of our students achieve their full potential, both academically and socially. We are committed to meeting the needs of students with special educational needs and aim to ensure that all students have access to a broad, balanced and relevant a curriculum, including activities outside of the classroom such as educational visits.

All teachers at Skinners' Academy are responsible for children with special educational needs and are accountable for their progress.

For students who require additional input, including emotional and social development, this may look like support from:

- A Learning Mentor
- A Teaching Assistant in class, shared between several students or 1:1
- A Specialist Teacher for Autism supporting students via staff training and interventions
- An external specialist, eg. Educational Psychologist, Occupational Therapist, Counsellor, Mental Health Specialist, Physiotherapist or Speech and Language therapist.
- A Speech and Language Therapist provides either 1:1 sessions or small group work. This work is typically undertaken as a 'block' of intensive, therapeutic support rather than long-term support.

- The Hackney Literacy Programme and 1:1 interventions with specialist Teaching Assistants/Teachers. Entry for interventions are determined by rigorous and regular literacy assessments.
- Other interventions and strategies are in place for improving pupils' emotional and social development. This includes extra pastoral support including mentoring, access to an on-site counselling service and small group interventions.

Involving children and parents/carers in planning support and reviewing outcomes

We recognise the importance of making and maintaining strong home-academy links and, at all times, endeavour to work closely with parents and students to ensure that their wishes and concerns are fully considered.

We do this through:

- Regular planning and review meetings, organised to ensure that appropriate interventions and support are provided to meet individual pupils' needs and that these are communicated to parents / carers.
- Promoting and maintaining effective communication between all professionals involved with the pupil
- Student Support Profiles for pupils with an ECH Plan
- Annual Review for pupils with an ECH Plan
- Parents' Evenings
- Termly progress reports
- Meetings with other professionals, such as Educational Psychologists
- Regular contact between the Speech and Language Therapist and families
- Effective communication between primary schools and colleges at the point of transition
- Pupils on the SEND register are actively involved in setting and monitoring their targets through regular meetings with home and 1:1 support from their allocated Key Worker.

Medical Needs

Skinner's Academy SEN Department works in close partnership with the Academy's School Nurse, physiotherapists, occupational therapists, and other relevant professionals from Hackney ARK to meet the medical needs of children. This may include creating, alongside parents, a Health Care Plan to help ensure that children's needs are met. Relevant professionals are also encouraged to attend multi-professional meetings.

Measuring Pupil Progress

All teachers are responsible for children with SEND and are, therefore, responsible for the progress of every child in their class. Pupil progress is monitored, tracked and challenged by the Senior Leadership Team and the SENCO. Parents and pupils receive feedback on progress at annual Parents' Evenings scheduled throughout the year. Parents can also arrange to talk to, or meet with, subject teachers to discuss subject-specific concerns. In addition, students on the SEND register are welcome to attend SEND Support and Planning meetings with the SENCO. The meeting allows for a review of outcomes, and the effectiveness of the current provision, in addition to the revision and setting of targets.

Support and Training for academy staff

All new staff receive SEND and ASD training as part of their induction. Further training is undertaken, as required, throughout the year, both on general SEND and at a pupil-specific level.

Accessibility

The school has lifts throughout the building and a disabled toilet with hoist for those requiring this additional level of support. Adjustments have been made for pupils with visual and hearing impairments and we work closely with Hackney Learning Trust's Specialist Teacher team (Visual and Hearing Impairment Teachers) to ensure we make all the

necessary adaptations to the environment.

Transition between phases of education and into adulthood

The SENCO works with SENCOs from primary schools to ensure a transition plan is in place for all pupils with an EHCP, including SLT/SENCOs visit to the primary schools. Pupils attend a SEND transition morning; a Year 6 transition Day and parents are invited to attend SEND transition morning event. The school has also links with career advisor companies that support our students in Y9 and Y11 in their post-16 choices and options. We support with visits to other settings, applications and other activities young people might need to progress to post 16 options.

Complaints

Complaints regarding children with SEND, about their provision or about any other matter should be made following the Academy's 'Complaints Procedure', which can be found on the Academy website:

<http://www.skinnersacademy.org.uk/wp-content/uploads/2018/10/Complaints-Policy-June-2018.pdf>. Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Academy Complaints Procedure in liaison, as appropriate, with the SENCo.

Further information

General Academy Information can be found on our Academy Website.

Please contact the Inclusion Department, via the Academy Reception, on the number below, who will appropriately direct your query:

The Academy contact details are:

Skinners' Academy

Woodberry Grove, London, N4 1SY

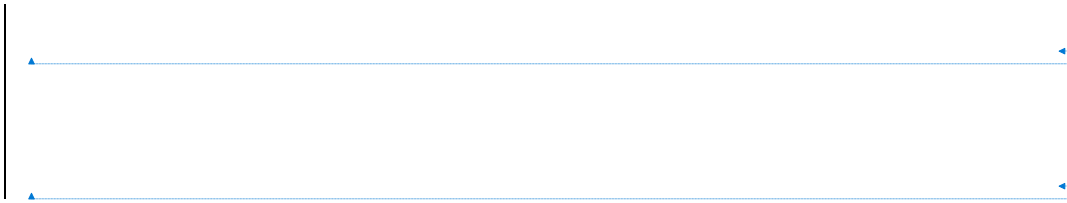
Phone: 0208 800 7411

Email: enquiries@skinnersacademy.org.uk

Further information about Special Education Needs in Hackney can be found here:

<https://www.learningtrust.co.uk/SEND>

Specific information regarding the Local Offer in Hackney is located here: <http://www.hackneylocaloffer.co.uk>



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