



CLAYTON HALL  
ACADEMY

## Clayton Hall Academy

### SEND Information Report

School Name and Address	Clayton Hall Academy Clayton Lane Clayton Newcastle Under Lyme ST5 3DN	Contact Number 01782 367650	Website address <a href="http://www.claytonhallacademy.org/">http://www.claytonhallacademy.org/</a>
Does our school specialise in meeting the needs of children with varying types of SEN?	Yes	Our school caters for the full range of special educational needs, physical needs and learning difficulties. We also have a Thrive Centre on-site, which can support students with mental health issues.	
What is the age range of the students we cater for?	11-16 years		
Name and contact details of our school SENCO:	SENCO: Victoria Rhodes <a href="mailto:victoria.rhodes@snfederation.co.uk">victoria.rhodes@snfederation.co.uk</a> Assistant SENCO: Louise Sheldon <a href="mailto:lou.sheldon@snfederation.co.uk">lou.sheldon@snfederation.co.uk</a>		

Head Teacher	Mrs Caty Reid		
Contact Number	01782 367650	Email	<a href="mailto:caty.reid@snfederation.co.uk">caty.reid@snfederation.co.uk</a>
SEN Governor	Mrs Vicky Recine		
Contact Number	01782 367650	Email	<a href="mailto:vicky.recine@uetrust.org">vicky.recine@uetrust.org</a>

#### GCSE Results 2019 for students on the SEN register

	Above Target (%)	On Target (%)	Below Target (%)
English Literature	1(8%)	5 (42%)	6 (50%)

English Language	3(25%)	5(42%)	4(33%)
Mathematics	2(17%)	2(17%)	8(66%)
French	0	0	1(100%)
German	0	0	0
Geography	2(22.5%)	5(55%)	2(22.5%)
History	1(25%)	1(25%)	2(50%)
Combined Science	4(36%)	0	7(64%)
Physics	0	0	1(100%)
Chemistry	0	0	1(100%)
Biology	0	0	1(100%)
BTEC Engineering	0	1(100%)	0
Creative IT Media	0	4(57%)	3(43%)
RE	1(33%)	2(67%)	0
PE	0	1(100%)	0
Photography	1(33%)	2(67%)	0
B Studies			5(100%)
Art	1(100%)	0	0
Computer Science	0	3(100%)	0
Food	1(100%)	0	0

- All students were entered, for of their chosen subjects
- Exam attendance was 100%
- **The Progress 8 score for students with SEN was -0.140**

### **Provision for students with Special Educational Needs (SEN)**

Governors and staff will work collaboratively with parents and students to ensure that students with special educational needs receive an appropriate education for their needs. This will be achieved by:

- Ensuring the needs of students with SEN are made known to all who teach and support them.

- Allowing all students with SEN access to a broad, balanced and relevant curriculum that is personalised according to specific need
- Working in partnership with parents to enable learners with SEN to achieve their potential – United Endeavour Trust recognises that parents hold key experience and knowledge about their children and by working in partnership with parents we can meet the needs of their child more effectively.
- Including students with SEN in the decisions about their own education -The Trust knows that young people with SEN often have a unique knowledge of their own needs and how they can be best met and fully encourages and supports their right to be involved in making decisions and exercising choices regarding the provisions made for them.
- Ensuring that teachers provide high quality teaching, which is differentiated and personalised for all students and which allows all our students to enjoy and achieve
- Working in collaboration with education, health and social care services to provide support for young people with SEN and their families.

### **Admission**

The Trust will not discriminate against any student and therefore initial admission arrangements are the same for all students. As soon as a student with disabilities is known to the academy, a process of needs analysis, information sharing and support will begin, under the direction of James Daniel (Special Educational Needs Coordinator at Clayton Hall Academy. The aim of this is to reduce and eliminate barriers to access to the academy and its curriculum, and to help students with SEN participate fully with academy life.

### **Transition**

The schools will provide additional support for students with SEND at transition phases from KS2 to KS3 and from KS4 to KS5. Transition meetings will be attended by the SENCO or Assistant SENCO. Transition plans will be created for those pupils whom it is deemed will need additional support when moving between the key stages.

### **Identification of students with Special Educational Needs (SEN)**

Definition of SEN: According to the SEN code of practice (January 2015) a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them 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.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them
- Students have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day- to-day activities (Equality Act 2010)

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Special educational needs and provision can currently be considered as falling under four broad areas:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and/or mental health needs
- Sensory and/or physical needs

In all circumstances the academy will regularly review the overall provision for students with SEN and its impact on their progress.

### **Early Identification**

The academy uses a variety of methods to identify students with SEN:

- On arrival, Key Stage 2 and/or other relevant data
- Internal literacy and numeracy tests (Accelerated Reader / Standardised Reading and Spelling assessments, CATS – cognitive ability tests)

Evidence from teacher observation and assessment.

- Students' progress against predicted national curriculum levels or GCSE 9-1 grades – this data will include Progress 8 and Attainment 8 projections.

- Concerns from parents.
- Liaising with medical agencies
- Liaising with external agencies such as Educational Psychologist

## Managing SEN Provision

### **Role of Governing Body**

The governing body has important statutory duties towards students with Special Educational Needs. The governors, working in partnership with the principal, have responsibility for deciding the school's general policy and approach to meet the needs of SEN students. All governors will have up-to-date knowledge of the school's SEN provision. The governing body will report to parents annually on the school's SEN policy.

### **SEN Governor**

The SEN governor is kept up-to-date and knowledgeable about the school's SEN provision. They are therefore able to monitor the SEN policy, the SEN provision (to ensure that it is an integral part of the schools development plan), the progress of students with SEN and the quality of provision provided. There is a designated SEN Governor for each school within the trust, each governor taking a special interest in the needs of SEN students.

### **Role of Principal**

The Principal has the responsibility for the day to day management of all aspects of the school's work including the provision for students with SEN. They will inform the governing body regarding SEN provision and work closely with the SEN Co-ordinator to ensure effective provision.

### **Role of SENCo**

The SEN Coordinator (SENCO), in collaboration with the principal and governing body, has a key role in helping to determine the strategic development of the SEN policy. To raise the achievement of students with SEN the SENCO coordinates the provision that is provided by the school for these students. In doing so, the key responsibilities of the SENCO include overseeing the day-to-day operation of the school's SEN policy, liaising with and advising fellow teachers and support staff,

identifying and assessing students for special considerations for external examinations in KS4 and writing appropriate reports, managing the SEN team of teachers and learning support assistants, monitoring and utilising data on students with Special Educational Needs, liaising with parents of students with special educational needs, contributing to the in-service training of staff, managing the SEN provision through the devolved SEN budget, and liaising with external agencies including educational psychology services and voluntary bodies.

### **Role of Teachers**

All teachers are teachers of students with SEND and responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff. (SEND Code of Practice, 2014). Where a student is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual students. Teachers should provide high quality teaching, differentiated for individual students. Teachers should liaise with the SENCO in order to review their understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs most frequently encountered. Where teachers and teaching assistants work alongside each other, collaborative agreements are established to ensure the best possible support is provided to support the needs of pupils with SEND.

### **Role of Teaching Assistants**

Teaching assistants play a valuable role in helping to meet the needs of students with SEN. They support the teaching and learning of individuals and groups of students throughout the school by: supporting students in achieving targets identified on support plans and Education, Health and Care Plans; differentiating provision for students; supporting students with SEN in lessons; working with individuals or small groups on programmes outside of the classroom; providing assistance with homework at daily Homework Club sessions; supporting students in developing their reading skills, by running reading sessions during form time.

### **Staff development**

The Trust is committed to developing knowledge of SEN for all staff in order for them to meet the needs of students. In-service training is coordinated by the SENCO. Local and/or national courses are attended and guest speakers are also invited to provide training for staff. Department and

pastoral meetings include in their agenda issues relating to SEN, and issues raised are passed to the SENCO to be acted upon. Teaching assistants are integrated in the Performance management cycle, through meeting with the SENCO to set and review targets and lesson observations.

The Trust uses a graduated response to the needs of all learners:

EHCP  
0-25

specialist provision. Combines IEP and statement.

EHCP assessment is similar to statutory

assessment with a 20 week time frame – all EHCP Children with long term needs with constant need of phases of the graduated response need to be Assessment coordinated services evidenced before a EHCP assessment.

Educational psychologist

Over a three year period all statements of educational needs will be changed to EHCPs at transfer review meetings. This is a must for

Provision for students with SEN

Glossary

- EHCP - Education and Health Care Plan
- SEN – Special Educational Needs
- Nessy – Computer programme for weak readers / spellers • SENCo – Special Educational Needs Coordinator
- ICT – Information and Communications Technology
- EAL – English as an Additional Language

going agency

input; medical disability

SENCO/Inclusion leader expertise used with SEN as

part of the graduated response and

to coordinate support

School Support with External Agencies **Personalised learning; Referrals or support from Autism Outreach / Hearing/Visual Impairment / etc; personalised behaviour strategies; Educational Psychologist; specialist teachers/TAs; annual reviews; Teachers using 'assess-plansupport plans/individual provision maps; multi agency do-review' to plan support for meetings with parents; support for high needs pupils**

School Support

all children in their class

input ; on-

Support plans for all SEN pupils; small group intervention (Mathematics / English / Literacy); reading during form time; Lead learners; reading mentors; personalised behaviour strategies led by SENCo; meetings with parents; targeted spellings; Nessy (once a fortnight); 1-1 pupil premium programmes; SENCo input 1-1; target setting; training for teachers/teaching assistants; ICT assistance for weak readers/writers; before school/break/lunchtime clubs; Nurture sessions; Precision learning; Additional enrichment opportunities; Parent afternoons

The

everyday

great job

### **Quality First Teaching (what we offer everyone)**

Regularly monitored good or outstanding teaching across a range of subjects; whole class teaching assistant that we do supporting targeted pupils; differentiation for out of step learners; access to ICT for word processing support; intervention from the teacher/teaching assistant to address any misconceptions on the same day; access to full and personalised curriculum; Accelerated Reader; Assessment for Learning (AfL); classroom behaviour strategies; discussions with previous settings/teachers; transitions to new schools; parent/carer Page 8 discussions; learning walks; EAL strategies; SENCo advice; visual and kinaesthetic learning materials; visual timetable; individual copies of resources; adjusted adult language; targeted questioning; Senior Leadership Team (SLT) appraisal and observations; pupil progress meetings; targets

## **School request for statutory assessment (Educational, Health and Care Needs Assessment)**

For a few students the support given to students may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment (called an Educational, Health and Care Needs Assessment – EHCNA).

Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing the provision previously provided, the student's health including the student's medical history where relevant, attainment levels or grades in subjects, in particular Maths and English, assessments from external agencies, for example from an educational psychologist, and the views of the parents and of the student

If the LA agrees that the child's learning difficulties have not responded to the provisions previously provided by the school, they may decide to determine the child's special educational provision through an Education, Health and Care Plan (EHCP). An EHCP will identify the special educational provision necessary to meet the special educational needs of the student. All students with an EHCP, through liaison with parents and the student, will have short-term targets identified in their statement of educational need. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting and reviewed formally as part of an Annual Review.

### **Planning and Reviewing**

#### **Provision for Individual students**

For students with specific and individual needs the targets to improve learning that will be employed for students with SEN will be recorded on a support plan, reflecting provision that is additional to, or different from, normal differentiated provision provided by the class teacher. Contents of the support plan may include: up to 5 short term targets; teaching strategies; additional provision to be put into place; review dates; outcomes achieved.

At the Trust, where appropriate, students in the same group, class or subject lesson have common

targets a group-learning plan will be drawn up rather than producing support plans for each student. Following consultation with the child, parents and appropriate staff, targets will be identified with strategies for achieving them. The support plan targets will be communicated to all staff that supports the students. Support plans will be continually under review, but will be formally reviewed twice a year. The first will take place at the SEN Parents Evening through consultation with parents and students. The second will be at the end of the summer term and will review all the targets set throughout the year. For those students who have a statement there will be an additional annual review meeting in which appropriate staff, parents and the child will be invited to participate.

### **Pupils with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Pupils with a medical condition will have a care plan, drawn up in collaboration with parents and medical professionals.

### **Annual Review Meetings**

All students with an Education, Health and Care Plan will have an annual review meeting during the year to review their targets set and implement new targets to meet their needs. This meeting may include any outside agencies as well as teaching assistants who support the student. Parents will be notified in writing 4 weeks prior to the date, thus allowing an alternative date to be offered if needed. Documentation will be produced prior to the meeting and information read to all parties. Changes will be noted and recorded later. Parents will be asked to sign the document before leaving to ensure it can be sent immediately to the LA.

## Partnerships

### **Parent Partnership**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education and will be contacted regularly (at least once a term) to discuss and, if necessary, review the SEN provision for their child.

The parents of any student with SEN or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the SENCO or appropriate member of staff. Parents are informed of changes to their children's education and subsequently are invited to meet with the SENCO to discuss individual teaching programmes and support plans. They are encouraged to become involved in the monitoring and reviewing of their children educational needs throughout the year. Parents are given information on LA support and the appropriate services available to support their children's needs.

### **Student Participation**

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Partnership with Outside Agencies**

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the student. Co-operation between the school, LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for students with SEN. The outside agencies, which are frequently used to support the learning of

individual students, are the educational psychologist, the special educational needs support service (entrust), the service for the hearing impaired and the service for the visually impaired, the service for the physically disabled, social services, autism outreach, the school nurse, the school counsellor, CAMHS, educational welfare and voluntary services. The support offered to the school by these agencies differs according to individual student need and / or the limited access to time the service allocates to the school.

### **Monitoring and Evaluating Provision**

In order to evaluate the progress and achievement of the SEN provision, the following evidence is used: attendance data; behaviour for learning data; student and parental voice; lesson observations; GCSE entry numbers; results from GCSEs and other qualifications; reading and spelling ages

#### **Arrangements for Considering Compliments and Complaints**

We are committed to providing a quality service to all our students and parents. Any compliment will be passed on to the SENCO. Upon receipt of the compliment a letter will be sent confirming that the communication has been received. If parents wish to make a complaint about the educational provision for a SEN student, they are invited to discuss their concerns with the SENCO. If they are still dissatisfied they should follow the complaints procedure as laid down by the school.

Finally, a formal complaint concerning special educational needs may be registered with:

Special Services, Newcastle and Moorlands District Office, 20 Sidmouth Avenue, Newcastle-under-Lyme, Staffordshire



