

# SEN INFORMATION REPORT 2021 / 2022

## 1. The SENCOs

The Lower Academy SENCO is Lou Sherman: [lsherman@basildonacademies.org.uk](mailto:lsherman@basildonacademies.org.uk)

The Upper Academy SENCO is Vicky Oddy: [voddy@basildonacademies.org.uk](mailto:voddy@basildonacademies.org.uk)

Both SENCOs work with a Cross-Site Deputy SENCO, Rachel Clotworthy:  
[rclotworthy@basildonacademies.org.uk](mailto:rclotworthy@basildonacademies.org.uk)

The Basildon Academy SEND Policy can be found here:

<https://www.basildonacademies.org.uk/site/data/files/documents/governance/9E8F229D289265A7A824005E5899E0E2.pdf>

## 2. SEN information report

### 2.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Moderate/severe/profound and multiple learning difficulties

### 2.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 2.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account parent/carer and student views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

## 2.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We refer to this process as One Planning.

The SENCO will work with class teachers and/or other professionals to carry out a clear analysis of the student's needs. This will draw on:

- Teachers assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other professionals' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

## 2.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Extensive support is available during transition stages. For Year 6 to 7 transition, there are orientation visits and meetings with relevant staff and parents/carers to ensure transition is successful. For Year 9 to 10 transitions, options, or Year 11, 12 and 13 applications, this includes careers support in line with the Gatsby Benchmarks. Year 9 students all receive an induction programme in the Summer Term to support their transition from the Lower Academy to the Upper Academy.

## 2.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- **Withdrawal groups:** These are generally short-term intervention groups based around the need to support a student, or a small group, to catch up or to improve in a specific way;
- **In-classroom support:** This is typically provided by a teaching assistant who will work within a classroom to support a student or several students;
- **Between-classroom support:** This is the support provided by teaching assistants who ensure that students reach classrooms safely and appropriately;
- **Unstructured time support:** This is the support provided through breakfast club, break and lunchtime clubs, so that students who are less able to cope with unstructured time have somewhere to go at those times;
- **Mentoring:** Provide support by working with students as necessary to support with a particular issue or concern;
- **Software:** This provides a way for students to practice particular skills and students may access specialist software whilst in class or they may be taken out of class to do so;
- **Continued Professional Development:** All Academy staff participate in ongoing CPD to ensure up to date knowledge and applications of SEND practice.
- **Subject Interventions:** This provides catch up support for students who have fallen behind or require additional time to achieve a task.
- **Wellbeing Centre** Students have access to The Wellbeing Centre which provides opportunities to speak with the school nurse service regarding wellbeing support. Any referrals made to outside agencies will be supported through the Wellbeing Centre.

Additional support is available, as necessary, from external agencies including Educational Psychology, Physiotherapy, Transition Pathways Team, Specialist teachers, Family Solutions, Occupational Therapy and Speech and Language Services. Further support may be provided from multi-agency working in many areas, such as Child & Family Consultation Service, Child & Adolescent Mental Health Services, the Youth Offending Team, Catch 22, Renew Counselling, Luke's Bereavement Services, etc.

## 2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The Academies Accessibility Plan can be found [here](#)

## **2.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions in our dedicated SEND departments.

Teaching assistants will support students on a 1:1 basis and in classrooms. We have Senior Teaching Assistants who will manage the day to day running of the SEND departments and should be the point of contact for day to day matters:

The Lower Academy Senior Teaching Assistant is Maria Harris.

The Upper Academy Senior Teaching Assistant is Sherrie Price.

Contact can be made via the Academy switchboard on 01268 552536 or via our contact page: [The Basildon Academies - Contact Us](#)

## **2.9 Expertise and training of staff**

Our SENCOs are experienced in this role and work in the Academies Senior Leadership Teams.

They are allocated a Deputy SENCO to support with the day to day management of SEND provisions.

We have a team of teaching assistants, including senior teaching assistants who are trained to deliver SEN provision.

We use specialist SEND update training via Educare, and this is accessible for all staff who work at the academies.

## **2.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their short and long term goals each term
- Reviewing the impact of interventions regularly
- Using student questionnaires
- Monitoring by the SEND team
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

## **2.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on trips and take part in all enrichment activities.

No student is ever excluded from taking part in these activities because of their SEN or disability.

## **2.12 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- All students have access to daily enrichment with their peers as part of their core curriculum

- Students with SEN are encouraged to be part of student voice
- Students with SEN are also encouraged to be part of social skills club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

All students have access to our non-teaching pastoral team alongside their SEND support, including our specialist wellbeing centres. Heads of Year can be contacted via: [The Basildon Academies - Contact Us](#).

### **2.13 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the relevant SEND leader. Their contact details can be found here: [The Basildon Academies - Academy Leadership](#) or contact can be made via the Academies Contact Us page: [The Basildon Academies - Contact Us](#)

They will then be referred to the school's complaints policy. [Complaints Policy](#)

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **2.14 Contact details of support services for parents of students with SEN**

The Local Authority promote support services via their website. Details for local parent/carer support groups can be found here: [Parent/Carer Support Groups in South Essex - Essex Local OfferEssex Local Offer](#)

### **2.15 The local authority local offer**

Our local authority's local offer is published here: [Home - Essex Local OfferEssex Local Offer](#)