

SEN Information

Person with overall responsibility for SEN within school / college / organisation:	Karen Pollock - SENCO and Deputy Headteacher
Contact Details:	kpollcock@shiphay.org
Web address of SEN Policy:	www.shiphay.com

Name of Education Provider: Shiphay Learning Academy

1. What special education provision is available at our setting?



What do we do here to meet your needs?

At Shiphay Learning Academy we believe that all children are special and unique with individual needs. They should all participate in the life and work of the school and the community to the best of their abilities. We also believe in the importance of parents and carers as partners in their child's education.

All teachers and support staff fully support our ethos of inclusion. In addition, our Core Values of Respecting, Contribution, Creativeness and Aspiration drive all that we do and support our pupils to become well-rounded members of society.

We have a highly skilled team of teachers and support staff. Within our support staff team, our Inclusion Support Learning Assistants (ISLAs) support the learning and pastoral development of the pupils through a Thrive approach, whilst our Teaching and Learning Assistants (TLAs) focus on the learning needs of the pupils to maximise progress and attainment.

Members of the teaching and support staff have received the following specialist training in supporting children with a range of special needs:

- Specialist Speech and Language training
- Makaton
- Thrive
- Attachment Awareness
- Talk Boost and Early Talk Boost
- Communicate in Print
- 1st Class Maths
- Lego Therapy
- TeamTeach
- Level 2 Autism training
- EarlyBird Autism training

In addition, staff have a programme of Continuing Professional Development (CPD) in areas such as Dyslexia, Dyspraxia, Dyscalculia, Autism, ADHD, mental health issues and Safeguarding.

Additional facilities and links with support services include:

On-site:

- Designated areas for small group and 1:1 support
- Majority of the site has disabled access with accessible toilets and showers and access to parts of the school via lift
- Fully fitted Therapy Room
- SENCO
- Learning Mentor
- Family Support Worker
- Access to Speech and Language (S&L) Therapist and specialist S&L Teaching Assistant

V5 - 19-4-16 • EAL (English as an Additional Language) support

- Thrive approach to support social and emotional development
- A range of Maths and Literacy interventions

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

We are a fully inclusive provider and follow the guidance as laid out in the Equalities Act 2010. As such, we welcome applications for any child aged 4-11 years regardless of any special educational needs. For our Academy, Torbay Council co-ordinates all applications for a school place. Children who have a Statement of Special Educational Needs or an Education and Healthcare Plan, where the school is named, will have automatic entitlement to a place at the Academy. If there are enough places for everyone who has applied, every child will be offered a place.

However, as an over-subscribed school, it may not be possible for us to accommodate a child if the year group is full or if it already has a high number of pupils with complex special educational needs. If we have more applications than there are places, we will offer places according to the following criteria:

1. Looked after children or children who were previously looked after but immediately after being looked after became subject to an adoption, Child Arrangements Order or Special Guardianship Order.
2. The children of staff employed by Shiphay Learning Academy.
3. Siblings of children attending Shiphay Learning Academy at the time of application.
4. All other children by distance from the Academy.

Please see our [Admissions Policy](#) for further information.

We work closely with parents and carers to formulate a learning plan for the child's individual needs and to ensure that any support and interventions needed are put in place. In addition, we ensure that any specialist training needed by staff is put in place and transition arrangements are made for the child.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

When considering the particular special educational needs of a child, we refer to the SEND Code of Practice 2014, which sets out guidance on enabling pupils with SEND to reach their full potential, to be included fully in the school community and to progress towards a successful transition to adulthood. We ensure that we liaise with, and gather information from, parents and carers and other professionals involved with the child in order to have the most up to date and relevant information. Where possible, we will hold a transition meeting, whereby parents and carers and all relevant professionals can meet to discuss the aims and needs of the child and family.

All teaching staff at Shiphay Learning Academy provide 'quality first teaching' with effective differentiation to all pupils, which enables children of varying needs and abilities to experience success and achievement. We recognise that there are some children who may need extra support in order to make expected progress so that they achieve in line with their peers. This support may include small group intervention work, additional Teaching Assistant support, 1:1 tuition or additional equipment. Some pupils may also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have a range of expertise, experience and links to other agencies to ensure that we meet the learning needs of all pupils. All staff are aware of the importance of identifying pupils with SEND as early as possible and of consulting the pupil and their parents at each stage.

Identification

Any or all of the following might be used to identify pupils as having a special educational need:

- Parental concerns or observations
- Observations by teaching or non-teaching staff
- The results of National Curriculum Assessments
- The pupils themselves
- The results of specific diagnostic tests carried out by school staff or the Educational Psychologist
- Reports from a previous school
- Reports from Health and other professional agencies.

Children are then part of an Assess–Do–Review cycle, where they are continually assessed, observed and progress monitored and recorded. If progress continues to be lower than expected, despite targeted intervention and support, we may request advice and support from external agencies, such as the Torbay Educational Psychology Service. Parents may also request further advice from their GP, School Nurse or Health Visitor.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

As stated above, we will hold transition meetings for children with SEND who are new to the school, to enable parents and professionals to share information about the child's needs.

Every term, class teachers, support staff and the SENCO meet to discuss the attainment, progress and provision for each pupil identified as having SEND and the child's targets are reviewed. Parents then meet termly with the class teacher to discuss progress and agree support and targets which are recorded and shared with the child.

Children who have a Statement of SEND or an EHCP are consulted about a range of issues as part of their Annual Reviews and, if appropriate for the individual child, they may attend the review meeting to share their views.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

At Shiphay Learning Academy we aim to:

- Identify Special Needs, whatever they might be, at the earliest opportunity.
- Ensure that teaching is differentiated to meet the needs of individual pupils.
- Provide the fullest possible access to a broad and balanced curriculum for all pupils.
- Provide targeted support for pupils through rigorous assessment and target-setting.
- Promote our whole school Core Values: Respecting, Aspiration, Creativeness and Contribution and help all pupils to develop positive Growth Mindset.
- Ensure that pupils with Special Needs are as fully included in all aspects of school life as possible.
- Ensure that staff are skilled, trained and supported in educating pupils with a range of special needs.
- Ensure that parents are kept informed and involved in the education of their child.

We offer a broad and balanced curriculum for all pupils and ensure that all pupils, regardless of need, have access to the wide range of opportunities on offer. This is in line with our Equality Policy and SEN Policy. Teaching is adapted in a range of ways to suit the varying needs of pupils in the class, such as adapting resources, varying the pace of teaching, utilising additional adults, use of ICT, making learning more active, etc. In addition, some pupils may benefit from additional personalised approaches, such as visual timetables, visual cues and instructions, personalised reward systems or specialist equipment.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

As stated above, we provide a broad, balanced and engaging curriculum at Shiphay Learning Academy and we ensure that all pupils, regardless of need or ability, access the full range of National Curriculum subjects, extra-curricular clubs, out of school experiences and residential visits. We believe strongly that all pupils have strengths and we offer a wide range of opportunities throughout the year for pupils to shine. This includes Performing Arts, Sport, Music, ICT, Media and Film, Civic Award, Outdoor Learning and Peer Support.

Where required, we utilise specialist equipment and resources for children who have SEND, such as specialist seating, writing tools, iPad apps.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

Shiphay Learning Academy has a SENCO, Inclusion Team, Learning Mentor, Family Support Worker, SEN Governor, CLA Governor and Safeguarding Governor, all of whom work collaboratively with class teachers and support staff to monitor and support provision and pupil progress.

If a pupil is not making expected progress, despite intervention and support, we will use in-school diagnostic assessments to gain a deeper understanding of the child's difficulties. In addition, we will seek advice and support from link professionals and other agencies, such as:

- Torbay Educational Psychology Service
- Speech and Language Therapy Service
- SEN Outreach advisory teachers
- School Nurse
- CAMHS
- Paediatricians
- Social Care
- Occupational Therapy and Physiotherapy services

8. How is this provision funded?



Who pays for this?

At Shiphay Learning Academy, provision for meeting the needs of pupils with Special Educational Needs is funded by the school's notional SEN budget. Some pupils with Special Educational Needs may also be eligible for Pupil Premium funding if they are in receipt of Free School Meals, are Looked After by the Local Authority or if their parents work in the Armed Forces. Pupils with complex Special Educational Needs and/or a disability who have an Education, Health and Care Plan (EHCP), previously known as a Statement of Special Educational Needs, may also receive additional funding from the Local Authority according to the complexity of the child's needs.

The Inclusion budget is monitored by the Headteacher, Governors and SENCO and resources are allocated according to need.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

We provide the following interventions in Maths and Literacy:

- Targeted small group reading, spelling, writing intervention groups
- Toe by Toe phonics programme from Year 3
- FFT reading programme in Year 1
- Talk Boost and Early Talk Boost in Foundation Stage
- Daily 1-1 reading comprehension support
- Individual and small group Maths interventions: Plus 1, Power of 2, 1st Class Maths

In addition, pupils have access to other forms of support to enable them to access the curriculum and to learn effectively. This additional support includes:

- mind-mapping
- visual and practical resources
- auditory and visual memory and processing interventions
- specific iPad apps identified to support key skills
- speech and language programmes of support monitored by the Speech Therapist.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

At Shiphay Learning Academy our approach to behaviour management centres on one of our Core Values of Respecting; all staff understand and practise the importance of positive encouragement and reinforcement to raise self-esteem, along with the development of children's Growth Mindset and their intrinsic motivation to achieve.

We adopt the Thrive approach throughout the school. Thrive helps us to understand the needs being signalled by a child's behaviour and gives us targeted strategies and activities to help them re-engage with learning. Teachers and TAs have had training in the Thrive approach and several members of the Inclusion Team are accredited Thrive practitioners.

In addition to providing Thrive 1:1 and small group intervention, we also provide support through social skills groups, SULP (Social Use of Language Programme), Drawing and Talking, Positive Play and Confidence Building groups in Early Years, Peer Relationship Support Groups and Peer Mediators. In addition, we have a Learning Mentor who supports pupils who have become disengaged from learning and we employ a Family Support Worker to support children and their families with a range of social and emotional needs. We may also refer a child to CAMHS (Child and Adolescent Mental Health Service) if their needs are particularly complex.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

Pupils with additional needs will be supported to become familiar with their new classrooms and Team areas and staff towards the end of the Summer Term. This transition work may be completed with small groups of pupils or on a 1:1 basis. Some pupils may find the transition into a new class a source of anxiety or concern. To alleviate these anxieties, we provide them with a personalised photo book with information about their new class to share at home during the Summer holidays.

Children leaving Shiphay Learning Academy in Year 6 have opportunities to visit their secondary school and meet their Year 7 tutor. Year 6 teachers and the SENCO also meet with the Year 7 tutors or Secondary SENCOs in the Summer term to discuss the academic and pastoral needs of each pupil so that provisions and interventions can be identified ready for September.

For pupils with more complex needs, a meeting is arranged with all professionals involved with the child and personalised transition arrangements are agreed.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

For pupils who find it challenging to play outside for the full hour at lunchtime, they have access to The Hive, a supervised indoor space where children can engage in creative activities, sit and read or chat with a friend.

Many of our KS2 pupils with additional needs also relish the opportunity of having extra responsibility by being a Hall Monitor, Peer Mediator, Reading Buddy or Nursery Buddy. This raises self-esteem and enables pupils to fully contribute to the wider school community.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

At Shiphay Learning Academy we provide a wide range of extra-curricular clubs each term that are open to all pupils regardless of ability or need. Clubs include Football, Cricket, Dance, Cheerleading, Craft, Recorders, Performing Arts, Puzzles and Games, Forest Schools and many more.

All pupils throughout their time here, have opportunities to attend residential visits, school visits, out of school experiences and peripatetic music lessons. Teachers always consider the needs of all pupils when arranging school trips or residential visits and activities will be adapted accordingly to enable children with additional needs to participate fully.

In addition, we run our own Breakfast, After School and Holiday Hubs. Each of these facilities is fully compliant with supporting the needs of all children who attend. This Wraparound Care means that the school is open for 3-11 year olds from 7.30am-6.00pm for 51 weeks of the year.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

Pupils requiring SEN support that is 'different from or additional to' the differentiated teaching in class will have an Individual Support Plan (ISP). This will be reviewed termly with the SENCO, Class Teacher, pupil and parents or carers. The barriers to learning for the child will be identified, along with the provisions to be put in place to address these barriers.

When the plan is reviewed, the effectiveness of the provision will be discussed and new targets agreed, based on the progress, attainment and interests of the child. In this way, school and parents can track the child's progress and review the effectiveness of the plan.

When pupils are achieving in line with age-related expectations, additional support may no longer be required and the child can be supported through in-class differentiation.

In addition, for pupils with an EHC plan, the long term aims and specific objectives are reviewed every year at the Annual Review. This is also an opportunity for the Parents or Carers and the child to give their views on what is going well and identify any areas for improvement.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

In addition to the termly SEN Review meetings outlined above and Annual Reviews for pupils with EHC plans, the SEN Policy and SEN Information Form is reviewed annually. This involves consultation by the SENCO and SEN Governor with pupils, Parents and Carers and staff.

The school is also setting up an SEN Parent and Carer Forum, where the views of Parents and Carers of pupils with SEN will be sought on a termly basis on a range of issues.

We aim to have a 'tell us' culture, so that Parents and Carers feel confident to share their views about the effectiveness of provision with Class Teachers, the SENCO and Headteacher.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Our Teaching Staff, Teaching Assistants and Lunchtime Leaders have a wide range of qualifications, training and expertise in supporting children with a varied range of needs, including:

- Specific learning difficulties, such as Dyslexia, Dyspraxia and Dyscalculia;
- Autistic Spectrum Condition;
- Specific medical conditions, including Asthma, Eczema, Diabetes, Anaphylaxis, Coeliac disease, Epilepsy, ADHD, Cerebral Palsy, Hemiplegia;
- Visual impairment;
- Hearing impairment;
- Speech, Language and Communication needs, including speech dysfluency (stammering);
- Emotional difficulties, including attachment disorder, bereavement, family breakdown, young carers, safeguarding issues;
- Developmental disorders, such as Global Developmental Delay, Foetal Alcohol Syndrome;
- Profound and multiple difficulties including specific genetic disorders such as Down's Syndrome, Chromosomal disorders;
- Specialised support, such as physiotherapy, Intimate Care, wheelchair support.

At Shiphay Learning Academy Teachers, Teaching Assistants and Lunchtime Leaders have access to a comprehensive programme of Continuing Professional Development (CPD), delivered through staff training meetings, Team meetings, Learning Team meetings and Non-Pupil Days throughout the year. Training needs are identified through the Strategic Leadership Team (SLT) in conjunction with the Academy Improvement Plan (AIP). Staff can also request specific training through the school's CPD Coordinator and training needs can also be identified via the Appraisal Cycle. When a training need is identified to support a particular pupil, the relevant staff will access the training; an element of the allocated budget for pupils with an EHC plan includes funding for training.

In addition, the SENCO and SEND Governor attend the termly Torbay SEND Network events and the SENCO attends relevant conferences and training updates. The SENCO will also make referrals to Torbay Outreach services to provide support and advice to teachers in school for particular pupils.

The Torbay SEN Network also run a support group for Teaching Assistants and provide a package of training every half term, which is regularly attended by our Inclusion Support Learning Assistants.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Pupils requiring SEN support that is 'different from or additional to' the differentiated teaching in class will have an Individual Support Plan (ISP). This will be reviewed termly with the SENCO, class teacher, pupil and parents. The barriers to learning for the child will be identified, along with the provisions to be put in place to address these barriers.

When the plan is reviewed, the effectiveness of the provision will be discussed and new targets agreed, based on the progress, attainment and interests of the child. In this way, school and parents can track the child's progress and review the effectiveness of the plan.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

We always advise parents to speak to the Class Teacher in the first instance if they are unhappy or unsure about something that is happening in school. In addition, each Team (Lower School, Middle School and Upper School) has a Team Leader whose role is to monitor the academic and pastoral progress of pupils in the Team and to support pupils and parents with any concerns that may arise. If concerns persist, the Headteacher can be contacted through the School Office or by email head@shiphay.org

For additional support and advice, parents can arrange to meet with the SENCO, Learning Mentor, Family Support Worker, Deputy Headteachers or Headteacher by contacting the school on 01803 613556 or emailing the School Manager cbailey@shiphay.org

Information about the procedures for making a formal complaint can be found on the school website www.shiphay.com or via the School Office.

Parents can also seek advice from Torbay SENDIASS www.sendiasstorbay.org.uk

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

If you would like to find out further information about what we can offer your child and your family at Shiphay Learning Academy, you can visit the school website www.shiphay.com or email us at cbailey@shiphay.org or contact us on 01803 613556 to arrange a visit.

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

As stated above, if a pupil is not making expected progress, despite intervention and support, we will use in-school diagnostic assessments to gain a deeper understanding of the child's difficulties. In addition, we will seek advice and support from link professionals and other agencies, such as:

- Torbay Educational Psychology Service
- Speech and Language Therapy Service
- SEN Outreach advisory teachers
- School Nurse
- CAMHS
- Paediatricians
- Social Care
- Occupational Therapy and Physiotherapy services.
- Torbay Children's Integrated Service – Disabilities Team

For families of children with SEND, we are able to signpost them to support and advice from organisations such as SENDIASS, Autism Education Trust, DownSouth Down's Syndrome Support Group.

For children who have a Statement or EHCP, an Annual Review is held every year to review the child's progress; we ensure that representatives from Health and Social Care are invited to attend or to provide a report if they have involvement with the child.

The SENCO and Designated Safeguarding Lead meet half termly with the School Nurse to discuss the needs of specific pupils across the school and to provide relevant support and advice to Parents and Carers.

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

At Shiphay Learning Academy, all Children Looked After (CLA) have a Personal Education Plan (PEP) that is reviewed termly with the Foster Carers, Social Worker, pupil and any other relevant agencies involved with the child, to ensure that the pupil is making progress and attaining well. For CLA pupils with SEN, the Individual Support Plan is also reviewed as part of the PEP meeting and relevant targets set accordingly. If a CLA has a statement of SEN or an EHCP, then the Social Worker will also be invited to the Annual Review.

The school's Designated Teacher for CLA attends regular CLA forums and closely monitors the progress and attendance of CLA. The school's designated CLA Governor meets at least annually with the Designated Teacher to carry out an audit of PEPs and to ensure that CLA pupils are making appropriate progress.