ENDEAVOUR ACADEMY

SPECIAL EDUCATIONAL NEEDS

Information Report

Our Mission Statement

At Endeavour Academy our vision is that every student experiences an excellent education every day. Our mission is to:

- enhance the opportunities of each student in our school via a high-quality individualized programme of alternative provision.
- develop respect and sensitivity for each other's opinions and beliefs
- increase motivation to achieve and acquire real work skills which will be recognized and valued by employers.
- provide a safe and secure learning environment which is bright, stimulating and happy
- recognise opportunities for further learning in the community

We also understand that each student has the right to a highly personalised broad and balanced curriculum which:

- promotes their spiritual, moral, cultural, mental, and physical development
- which maximises the potential of all, through high quality learning experiences
- provides opportunities for students, to take responsibilities for their behaviour, promoting self-discipline and their ability to learn from own experiences
- promotes opportunities for pupils to celebrate both academic and personal success
- prepares them for the opportunities, responsibilities, and experiences of adult life.

Our Inclusive School

Endeavour Academy strives to be an inclusive school where every student can take part in and learn from, the very best experiences education can offer. We constantly review and evaluate our practices, systems and curriculum provision to make sure this happens. Our key policies that relate to this can be found directly through the links below.

We believe that to learn effectively, every student must be free from any form of bullying and intimidation and to this end, our behaviour policies are strong and rigorous. We have zero tolerance of bullying behaviours and act quickly to where bullying is identified. All students are taught that they must report bullying behaviour as a matter of the utmost urgency.

Admissions Policy

Promoting Positive Behaviour Policy

SEND Policy

Preventing Bullying and Harassment Policy

What are Special Educational Needs?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Broad areas of need – There are four broad areas of special educational need, these are:

Communication and interaction – Includes pupils with Autistic Spectrum Condition **(ASC)** and those with Speech, Language and Communication Needs **(SLCN)**.

Cognition and learning – Includes pupils with Specific Learning Difficulties **(SpLD),** Moderate learning difficulties **(MLD),** Severe Learning Difficulties **(SLD)** and Profound and Multiple Learning Difficulties **(PMLD)**.

Social, Emotional and Health Difficulties – Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties – Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Endeavour Academy is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress, and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We aim to create a learning environment which is of high quality, but we also actively work to support the learning and needs of all members of our community.

The kinds of SEN that are provided for:

At Endeavour Academy, we have experience of supporting children and young people with a wide range of needs including:

Communication and Interaction

- Speech, Language and Communication Needs (SCLN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Needs

- Mental Health Difficulties
- Social and Emotional Needs

Sensory and/or Physical needs

- Gross and Fine Motor Needs
- Sensory Processing Needs
- Hearing Impairments
- Visual Impairments
- Physical Disability
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Admission Arrangements

Admissions for student with special educational needs follow the statutory admissions arrangements which can be found here on our website.

High Quality Teaching and how we adapt our Teaching

Staff at Endeavour Academy strive to provide high quality teaching to all our students. Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Students who are in the care of the local authority are supported with great care and provision for any special educational needs is managed sensitively and with the same approach as for all students.

Students are taught a broad and balanced curriculum tailored to the needs of each student. Where students require extra support, specialist resources or extension materials will be provided wherever possible.

If a student is looked after by the local authority, their needs will be supported in the same way as other SEND student, with the addition of close liaison with appropriate staff from the local authority as well as the student's virtual head teacher.

All students are known well by their sept tutor and teachers, who develop strong relationships with them. Good behaviour and work is rewarded.

Students have many opportunities to express their thoughts and views, including directly to their tutor or other staff and/or to their school council representatives. We encourage students to have a voice in school through the School Council.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.

We run a wide range of extra-curricular clubs including music, sports, arts and languages.

Who Can Help?

At Endeavour Academy has a wealth of expertise from our own staff. Specialist services are always used when a student needs more support to reach their potential. The following is a snapshot of our expertise, it is not an exhaustive list:

- SENDCo: Jonathan Greenall
- Assistant SENDCo: Laura Stock
- Head of Pastoral Care: Lesley Wood
- School Counsellor: Denise Williams and Lyndsey Davies
- SEN Trustee: Margaret Saxton
- Qualified First Aid Staff: (all Learning Mentors)
- Epi-pen trained: Gillian Setterfield

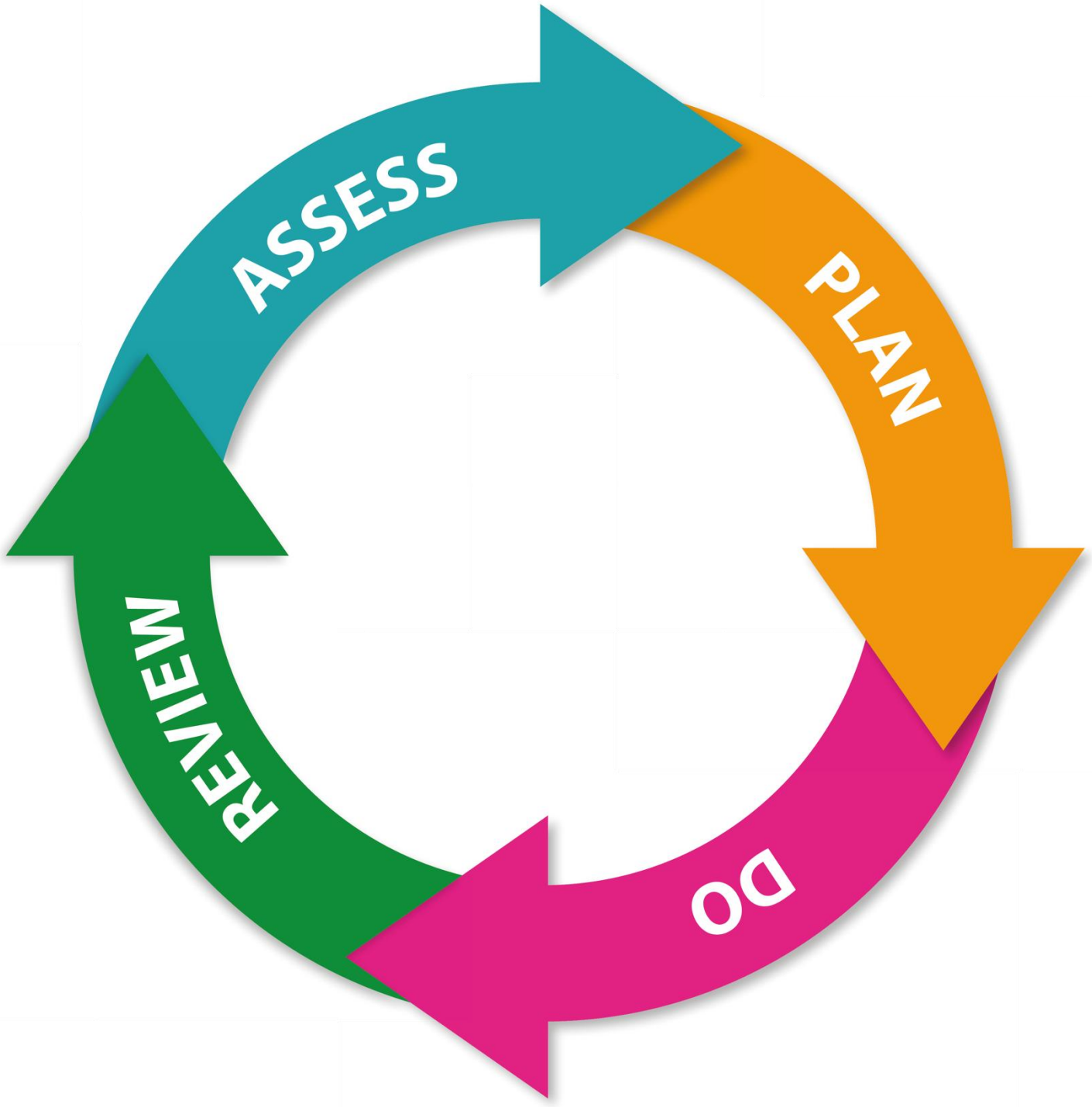
We involve other organisations including health and social care services, local authority support services and charitable and voluntary sector organisations to meet student's needs and support their families.

Expertise / specialist services secured by Endeavour Academy include:

- Durham SEND information, Advice and Support Service
- Educational psychologist
- School Counsellor
- Physiotherapists
- Occupational therapists
- ASD
- Speech and language therapists
- Hearing Impaired Service
- Visually Impaired Service

A Graduated Approach - ASSESS, PLAN, DO, REVIEW

The following coloured pages show how we ASSESS, PLAN, CARRY OUT (DO) and REVIEW our provision for student with special educational needs.



ASSESS

We start with assessment:

A clear understanding of a student's needs is critical in planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes. Your child will be identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of students of the same age or if they have a disability preventing or hindering the use of educational facilities provided for student of the same age within the Local Education Authority.

First steps

If it becomes clear that your child is not making expected progress you will be invited to a meeting with Kerrie Whelan. Where appropriate they will be involved in this meeting. At the meeting we will begin to explore the possible barriers to learning and we will discuss how we can best support your student.

What happens next?

Observations and assessments will then be carried out and, with your permission, we'll ask for input from specialist services if we need to. Where appropriate your child may be placed on our school's SEND Support Register and a plan will be made by the SENCO in conversation with parents, the student and class teacher that will set achievable outcomes. These will be reviewed and updated every term. If a student's needs and progress require monitoring carefully and some differentiation needs to be put in place, but they are not at the stage where they need to be placed on the SEND Support Register, then they will be placed on our 'Individual Needs Register'.

EHCPs (Education and Health Care Plans) will be used when a student's needs are more complex and need input from outside agencies. This could be educational psychologists, occupational therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support your student needs.

If you are concerned about your student's progress or that your student may have SEN and/or a disability, please contact Kerrie Whelan.

Useful links

SEN code of practice

Durham local Authority SEND offer

PLAN

Then we plan:

This section outlines the additional support at Endeavour Academy plans for students with SEND:

All support is tailored to each student through high quality teaching with pupils and parents involved in target setting through termly reviews and parent meetings. For many students, their targets will be linked to learning and will often be specifically related to literacy and numeracy. However, for other students, targets may be to do with social interaction, communicating with students and adults or emotional difficulties.
The most important factor is that the targets and support provided are dependent upon the needs of each individual student.

We have high aspirations for all students and ensure that a range of teaching styles, resources and programs are offered to ensure they reach their potential. Additional adult support is offered within teaching sessions and through intervention support. Students are encouraged to aim high and enjoy the praise and rewards given for their effort, achievements and progress in lessons.

Students also have access to a range of extra-curricular activities to extend their learning further. The first point of contact for students is their Form Tutor or Subject Teacher. Additional provision is planned carefully and overseen by the SENDCo (Special Educational Needs and Disabilities Co-ordinator). It is implemented by an excellent team of teachers, ably supported by highly effective teaching assistants.

The procedures at work within Endeavour Academy is in accordance with the current ***SEN Code of Practice (2015).***

SEND resources

At Endeavour Academy we have a range of different SEND resources and interventions available. These are closely matched to the needs of our students whose progress is monitored by their teacher and the SENCo. When this does not result in adequate progress for the student (as outlined in the SEN Code of Practice) we go to our SENCo for advice. This provision, includes:

- additional in and out of class support
- one-to-one support
- flexible groupings (including small group work)
- access to specific resources and learning programmes
- mentoring
- counselling
- access to support from outside agencies.

There are four primary areas of SEND:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health difficulties**
4. **Sensory, medical and/or physical development**

Each of these is listed next with information on the different things we have planned within each area to support student with SEND:

1. Communication and interaction

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others
- Visual timetables are used
- We have flexible approaches to our timetable
- Access to additional aids and technology
- We plan regular, individually focused interventions
- We use practical aids for learning
- We have increased access to ICT
- We have access to technical aids e.g. spell checker and ICT software and hardware
- Adaptations can be made to assessments to enable access e.g. readers, a scribe or ICT
- Curriculum/delivery adaptations to meet the learning needs of individuals are made
- We use frequent repetition and reinforcement

2. Cognition and learning

- Regular, individually focused intervention
- Access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the student

3. Social, emotional and mental health

- We ensure access to time out/individual work areas
- We have a mentoring system
- We have an individualised rewards system
- We have access to onsite counselling services and can refer to CAMHS
- We have a supported transition programme for students from referring schools
- There are opportunities to develop social and emotional aspects of learning through small group work

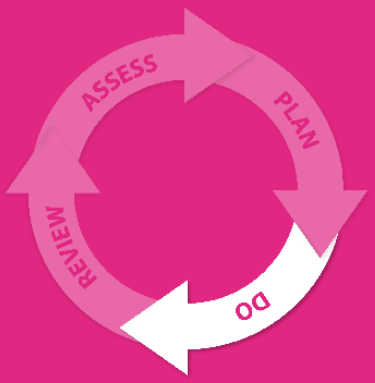
Additional measures have been put in place to ensure that, on the rare occasions it takes place, all pupils have rapid support to prevent bullying e.g. peer mentoring scheme.

4. Sensory, medical and/or physical development

- Adapted curriculum to enable full access e.g. alternative recording devices/software, modified PE curriculum.
- Hearing impairment – We will liaise with sensory support service where needed to support any students with a hearing impairment. Advice is followed with all relevant staff and training will be undertaken where needed.
- Visual impairment – Staff make adaptations as needed to meet these needs such as seating plans, printing and enlarging work, prompting wearing of glasses.
- Sensory – We have a specific area for students to use at unstructured times that is quiet, calm, and staffed at all times. In lessons, staff are made aware of those students who have sensory issues and are given advice on guidance on how best to meet their needs.
- Short and long term medical – All of the school is wheelchair accessible. For those students with high levels of medical need, individual healthcare plans are created with the SENDCO, parents and advice from medical professionals. These are then shared with all staff.

DO

Next, we implement our plans:



At Endeavour Academy, our curriculum is designed to bring out the best in every student. To do this:

- our teachers are skilled at adapting teaching to meet the diverse range of needs in each class
- daily planning takes into account individual students needs and requirements
- lessons are adapted (differentiated) to support access and ensure that all students can experience success and challenge in their learning
- We fully encourage parents to support us and offer opportunities for parent meetings to explain how they can support their child at home.

Accessibility

- Our school is fully wheelchair accessible.
- Disabled parking bays are marked in the car park.
- Disabled toilet facilities are located around the college.

Activities outside of school

Endeavour Academy is an inclusive school, and we will put in place appropriate support to enable a student to join in with their peers at all times in their chosen activity. This may include extra staffing and or equipment.

- Staff who are arranging an off-site trip discuss with parents and the SENCo any requirements needed and the suitability of any trip which the school is taking part in.
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the student and their safety and the safety of others is not compromised.
- A senior member of staff oversees all trips to ensure students are safe and included where possible.

Medical support

This is provided by our qualified first aiders including emergency first aid and First Aid at Work.

- Some staff are trained in the administration of Epi-pens.
- We have a comprehensive policy covering the administration of medicines in school.
- Students who have more severe medical conditions will have detailed care plans which are devised in consultation with parents, school staff and medical professionals. These medical plans are shared with all members of staff.

Transition from mainstream schools

We work closely with all feeder schools and make sure that all records about the student are passed on to relevant staff as soon as possible.

REVIEW

Finally, we regularly review each student's SEND support:

- Parents are encouraged to support their child's learning at home. Homework is given regularly, and parents are encouraged to support their child with homework.
- Parent's evenings are held for each year group.
- Parents are invited to termly meetings to review their child's SEN Support Plan.
- Students are involved in reviewing their targets at appropriate times throughout the term and are consulted during the setting of new targets on a termly basis. For many students, their targets will be linked to learning and will often be specifically related to literacy and numeracy. However, for other students they may be related to social interaction, communicating with student and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual student.
- In addition, parents of student with an Education Health and Care Plan will be invited to annual reviews for their child's plan.

If, despite all steps taken, good progress is still not being made, we will change the support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school.

Evaluation of Impact

The impact of our SEND provision has been to improve access to the curriculum for all students who have SEND and ensure that they make good progress in their learning and development.

Carefully planned support, including short term interventions by school staff, together with expertise secured by school has ensured all students with SEND have been able to take part in areas of the curriculum that would not otherwise have been accessible to them.

Throughout the last academic year, almost all students identified with SEND at Endeavour Academy made good progress given their age and previous attainment. Students where progress faltered were quickly identified by the class teacher through pupil progress meetings and SEND reviews. Additional support was then planned to restore good progression. Many pupils reached standards which were the same or better than other pupils from the same starting points.

Complaints

A parent / carer with any concerns regarding the provision in place for their child, they should make an appointment to meet with the SENCO in the first instance. Should concerns continue then a parent/carer should make an appointment to discuss these with the Head of School. If a parent / carer has a complaint, then please follow the school's complaints procedure on the website.

Find out more

Further information to support this document can be found at the following links:

SEN code of practice

Local Authority's SEND Offer

Get in touch with Endeavour Academy

SENDCo, Jonathan Greenall

Assistant SENDCo, Laura Stock