



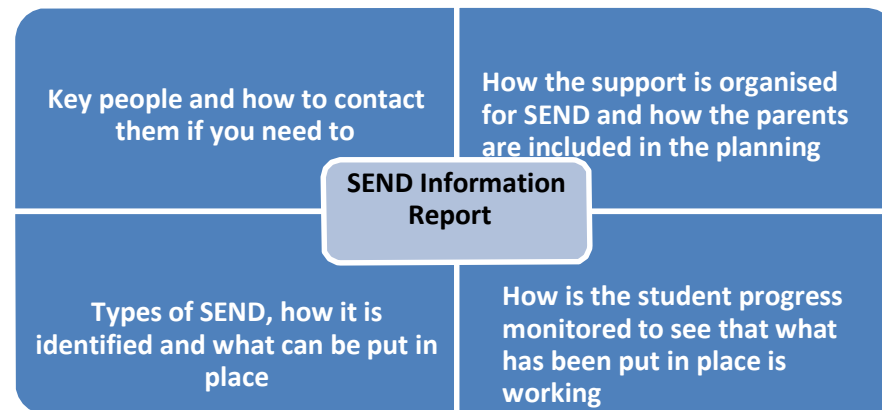
Passmores Academy

SEND Information Report 2023

Introduction

In 2014 the government issued a new **SEND Code of Practice**. All schools are now asked to outline their support for students with a Special Educational Need/Disability in a yearly report which is available on the school's website. It is really important that everyone is able to get an understanding of what's on offer for Special Educational Needs and Disability (SEND) students in our school and any feedback and advice to make it better would be much appreciated.

What kind of information is in the report?



Accessibility

- Most laptops and all IPADs have ways of making typed reports easier to access through a computer reader, larger text etc. - please ask if you would like help with this.

1. How do we make sure everyone is involved in how SEND Support is organised in our school?

- We have a whole school approach to organising additional support. With inclusion at our heart every member of staff, from our cleaners to senior leadership, all of which are part of that support network. Their views and ideas are warmly received and acted upon by the Inclusion Team.
- We work closely with parents who are involved in One Planning and who are given regular opportunities to give their views.
- At the centre of all support organisation is the child. We work with the student to identify what works for them and to communicate this through their Access Plans.
- We recognise that additional support can take many forms and approach this innovatively. We draw from the skills and strengths of our whole team to organise support.

Keeping students safe

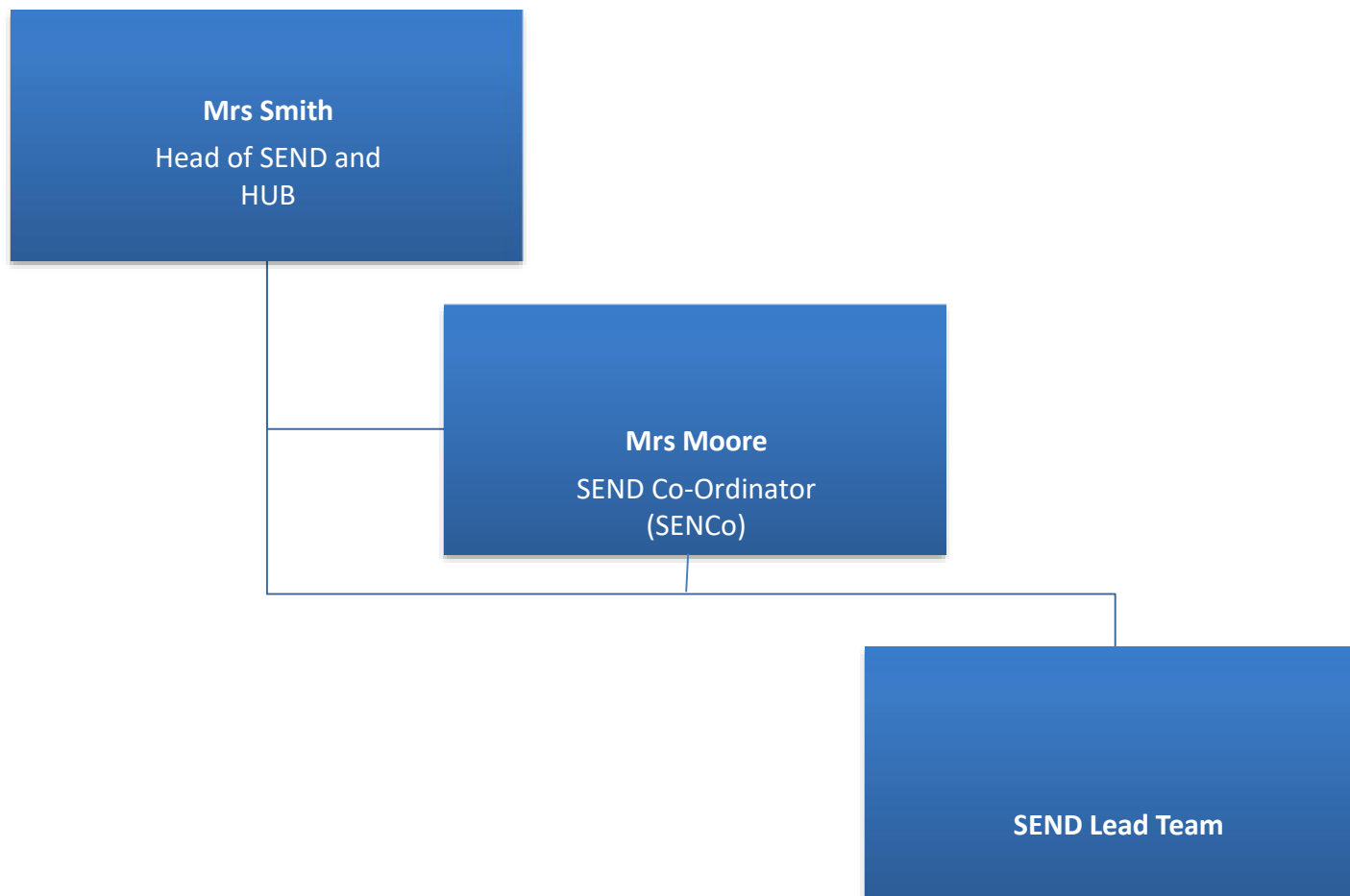
Passmores is an anti- bullying school, in receipt of the 'BIG award' for seven consecutive years. Mr. King Co-ordinates the school's internet safety policy and all staff have been trained through the 'Prevent Strategy' programme to recognise those at risk from radicalisation. Every member of staff has been trained on "Keeping Children Safe in Education 2021" and "Harmful Sexual Behavior". All staff follow set protocols for reporting concerns on 'my concern'. A robust pastoral system is in place.

2. How do we involve young people with SEND in their education and find out what is important to them?

- Through our child centered system we spend time with our students finding out their views on what's going well, any concerns they have and their hopes and aspiration for the future. We use a variety of methods and communication tools depending on what they prefer and how they communicate best.
- Students are invited to all review meetings and are encouraged to give their views on 'what's working well or not working well' for them. These views are used as a basis for identifying what they want to achieve (outcomes) and planning their support (provision). When their **One Plan** is working well we have smaller provision review meetings unless there are lots of outside agencies/professionals involved. One Plans are now stored on our online system called Edukey.



Our main way of supporting students to communicate their needs is through their Personal Passport. This is written with the student to communicate with teachers.



3. Who co-ordinates the SEND Support in your school and how is the department organised?

The Head of SEND and HUB is Mrs Smith, the SEND Co-ordinator (SENCo) is Mrs Moore, assisted by the

SEND Leads. All can be contacted by telephone on 01279 770800 or by email which can be found on the school website.

4. What to do if you want to complain about anything



We hope to work in partnership with our parents to make sure all is working well in between the termly provision review meetings. However, if you are concerned your first point of contact is always the SEND Lead for your child. If you feel things are not working well in a particular subject, you can email the teacher directly - all the teaching staff emails are on the school website.

Co-principals, Mr. Goddard and Miss Christie are available to speak with parent / carers. The school Governor for SEND is Mr. Greg McAusland. Should none of these stages resolve your complaint then you may wish to contact the West Essex Statutory Assessment Service - Tel.03330139911.



5. Where can you find out what other support is available outside of the school's offer?

The Essex Local Offer provides information on services and support available in the area and can be found on the following link: <http://www.essexlocaloffer.org.uk/>



Education



Entertainment and Leisure



Health



Housing



Money matters



Employment and Training



Equipment and Resources



Social Care and Family Support



One Planning and Education, Health and Care Plan



Transport

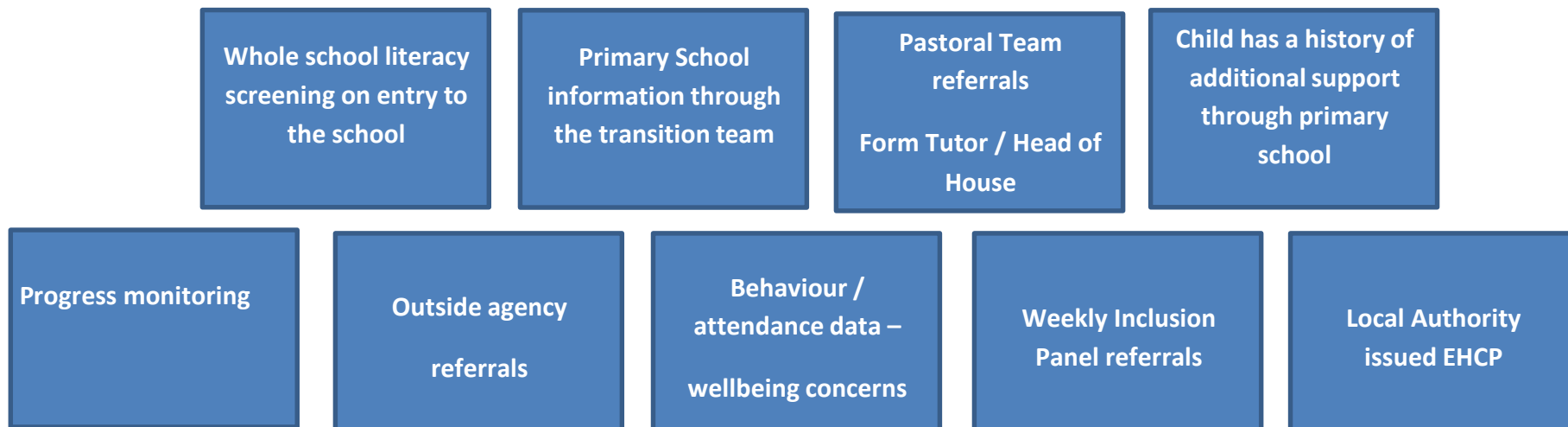
6. How do we identify young people as having a special educational need?

Section 20 of the Children and Families Act 2014 defines a child as having Special Education Needs and /or disability (SEND) if he or she 'has a learning difficulty or disability which calls for special education provision to be made for him or her.'

A child is considered to have a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

The main ways we identify young people are shown below



7. What SEND support do we currently provide in our school?

Waves of Intervention Model



Special Needs Waves of Intervention Model

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom.
This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level.
Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

| Wave 1 (whole class) | Wave 2 | Wave 3 |
|---|---|---|
| | All of Wave 1 plus: | All of Wave 2 plus: |
| Accelerated Reading programme (Years 7 & 8) | IDL Literacy programme IDL Numeracy programme | Bespoke reasonable adjustments as required |
| | Math overlearning English overlearning | Additional shared support in class |
| Pastoral support | Support with planning and organisation | Additional provision as laid out in EHCPs individual to that child. |
| Homework club | Reading and Spelling Group Support Precision monitoring Handwriting and fine motor skills | Emotional Literacy Mentoring |
| Break & Lunch time clubs After school Youth Club | Shared in-class support for core subjects | Nurture Pathway |
| Whole school literacy screening (Year7) | Access to STEP team supported breaks and lunchtimes | Online Speech and language therapy |
| Access arrangements as a usual way of working | Small adjustments such as time-out cards | Thinking Reading programme |
| Bedrock learning (Pilot currently) | Art and Music Therapy Self-Esteem Workshop Social Skills Group Lego Therapy | |

8. How is the level of SEND Support agreed and reviewed with young people and their parents?

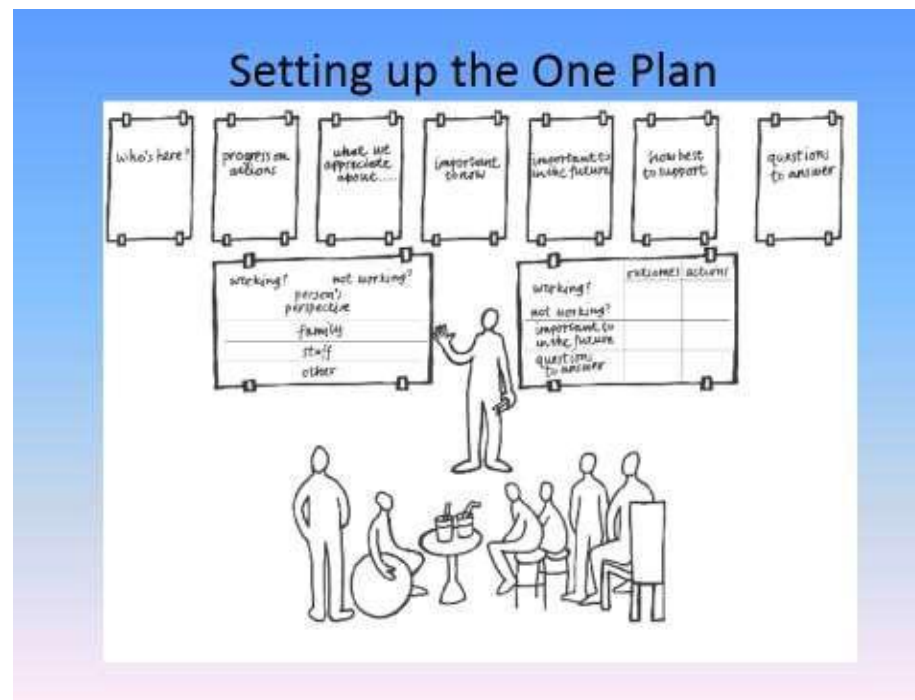
Level of Need and relevant SEND Plan

- Education Health Care Plan – high level of need
- One Plan for those on SEND Support – student need is additional or different
- MyConcern and/or One Plan – for those with emotional and mental health needs.

The Graduated Approach to planning.....



Information is gathered from the student, the parents, teachers, and sometimes outside agencies. All assessment data and screening tests are used to identify the main areas of needs and agreed **outcomes** for the plan. Everyone at the meeting agrees the type and level of support/intervention. The One Plan is reviewed three times a year to see what's working well or not working and needs changing.



9. How do we train and support staff to meet the needs of our SEND students?

Teaching staff are constantly updating their skills through a programme of continuing professional development (CPD) delivered on training days and after school sessions. All school staff have had training in Autism awareness, safeguarding and new teaching staff complete a comprehensive Induction Programme which includes a SEND element.

Our in-house training for co-educators focuses on enabling best practice such as Autism awareness and Meeting Individual Needs. Co-educators are consulted about their training needs and have benefitted from high caliber training to support English GCSE. A manual has been created and provided to enable confidence in technical language. The team are encouraged to identify challenges they face in their support and highlight these to the Head of SEND as key focus for next steps training.

10. Where can you find our school's SEND policy and how do we monitor its effectiveness?

Our SEND Policy can be found on the school website. We get feedback from students, parents and teachers and constantly strive to make all documents as accessible to all as possible. The Head of SEND evaluates the progress of students by their type of SEND which identifies particular areas of need and pinpoints where resources may need to be deployed.

11. How do we allocated SEND resources and equipment?

It is important to note that we pool all our resources including co-educators and allocate support based on identified need. Resources are not linked to any particular diagnosis (apart from the Hub) and each student's provision is allocated on an individual basis and agreed with parents. The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment. We use a range of equipment/facilities to support our students and the school site is fully accessible to wheelchair users. Other equipment is provided through our specialist teacher team which students borrow while they attend our school.

12. How do we access specialist advice and which specialists come into our school?

All students with an Education, Health, and Care Plan (EHCP) receive either a final visit or telephone consultation from the Specialist Teacher Team in year 7. A referral to an outside agency for specialist support can happen at any time but tends to be agreed during One Plan Meetings. The waiting lists for the Child Development Clinic, Communication Disorder Assessment Clinic, Emotional Wellbeing services and Educational Psychologist are long. Once referred, we may be supported by the following outside agencies:

| | | | |
|--------------------------|---|-----------------|------------------------|
| Specialist Teacher Team | Speech and language Therapist | Physiotherapist | Occupational Therapist |
| Educational Psychologist | ADHD Nurse through the Child Development Clinic | | School Nurse |

13. How do we help young people with SEND transfer with confidence to our school?

Passmores has a highly skilled Key Stage 2 to Key Stage 3 transition team made up of key pastoral and Inclusion staff, led by Miss Cunningham. The SEND Lead team manage the transition arrangements for all students with an EHCP and where Passmores has been named as the receiving school, attend year 6 EHCP Review meetings so we can get our One Planning into place. The SEND Lead team support students on transition days providing opportunities for new students to meet other new year 7's and key staff.

In addition, partnership agencies such as Harlow College and specialist teachers attend Key Stage 4 EHCP reviews to enable a smooth transition on leaving school. Life skill outcomes are identified in the Year 9 Transitional Review.

14. How do we prepare young people with SEND for adulthood?

All our students access a Personal, Social, Health programme through the 'I future' curriculum and all students access our award-winning careers programme. We have a careers advisor on site to support students with their options and future transitions. The careers programme for all Passmores students includes taster days to college, Post 16 option evening (SEND options workshop) road shows, work experience and personalised transition plans for our Foundation Learners.

All students with an EHCP have a 'preparation for adulthood' focus to their annual review but the One Planning process identifies a student's aspirations from Year 7. In Years 9 to 11 some students' development is enhanced through a life-skills programme using ASDAN, cooking and vocational pathway options. There is a focus on functional literacy and numeracy skills which are delivered in a practical way.

The report will be reviewed at least annually.

The report was approved by the Trust Board on 24th May 2023 in consultation with the local governing body.