SEND Information Report 2017

Member of SLT Responsible for Policy: I. Breeze

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How do we identify and assess SEND?

As a secondary school, we receive students in Year 7 who will have been assessed previously and placed on the SEND Register.

As well as using national curriculum levels, we also generate data through three standardised assessments which provides teachers with the necessary information to determine whether or not a student is underachieving.

Year 7 students sit tests in reading comprehension, spelling and maths in July prior to joining Shrewsbury Academy which enable us to identify any students who are below average.

Students who are not making expected progress will be identified in Wave1 and will first receive intervention within the classroom by the subject teacher. If this does not work, the student moves to Wave 2 and will receive a time limited intervention which may be 1:1 or in a small group. If the student still does not make expected progress, he/she will be assessed for a special educational need using an in depth assessment undertaken by a specialist e.g. educational psychologist. If the student is identified as having a special educational need, he/she will move to Wave 3 and be placed on the school's SEND Register.

How do we assess and review towards outcomes?

Students on the SEND register will have either 1:1 or small group interventions aimed at their specific weaknesses. Students will be assessed before beginning an intervention and at the end of an intervention in order to measure the progress being made. Depending upon the intervention, the measure may be an ability age, a standardised score or progress measured in months.

How do we work with Parents and Young People?

1. Meetings are held so parents of SEND students can meet with staff, discuss work and see what their children have been doing within the Learning Support Department. Parents will also be involved in setting targets on their child's Student Centred Plan.
2. Pupil planning meetings are held to review data and decide which intervention programme would be appropriate for each child.
3. Annual reviews of statements (EHCPs).

How do we support students to move between phases and prepare for adulthood?

1. Shrewsbury Academy staff visit feeder primary schools to work with students in Year 6 in order to ease the transition into secondary school for SEND students.
2. Extra transition visits are made by SEND pupils in Year 6 in order to help them become more familiar with Shrewsbury Academy.
3. Shropshire Youth work closely with the Learning Support Department to ensure SEND students are fully supported through work experience and the transition to post 16 provision. This may involve extra visits, TAs accompanying students on visits and additional 1:1 interviews with our Shropshire Youth advisor.
4. Some students take the ASDAN qualification which is an entry level qualification focussing on basic skills.
5. Some students will be taken on trips by TAs to learn and practise skills such as catching a bus or buying something from a shop.

What adaptions do we make to the curriculum, teaching and learning environment?

1. Students on the SEND Register may be withdrawn from a number of lessons such as modern foreign languages, RE and geography in order to work on basic literacy and numeracy skills in the Learning Support Department's Mini School. In the Mini School, students are taught specific literacy and numeracy programmes either 1:1 or in small groups of 2, 3 or 4.
2. SEND students with a statement (EHCP) are supported in most lessons by TAs.
3. Teachers have seating plans which take into account abilities of students.
4. Teachers prepare differentiated materials.
5. Some teachers use Kagan teaching strategies which enable students to learn from each other, develop social skills and confidence.

How do we secure expertise among teachers and TAs?

The Learning Support Department has an ethos which gives TAs the confidence to come up with ideas and implement them.

1. TAs and teachers will identify training needs at their annual performance management interviews.
2. TAs receive in-school training linked to specific learning difficulties and subject based skills.
3. Teachers and TAs are briefed by the SENCo.

How do we evaluate the effectiveness of SEN provision?

The Learning Support Department uses a Departmental Development Plan to list objectives and their success criteria.

Data is used to judge the effectiveness of each intervention programme.

How do we ensure access to facilities and extra-curricular activities?

Individual needs of students will be discussed and met through pupil planning meetings. This may involve the purchasing of specialist equipment, the use of an alternative changing area for PE for example.

Students are encouraged to participate in clubs designed to meet the needs of SEND students. For example, there is an Archery club and a Cricket aimed at students on the SEND Register.

How do we support and improve emotional and social development?

1. We have two Alternative Curriculum Tutors who deliver 1:1 or small group sessions to students with social, emotional or mental health issues. These sessions will be tailored to the individual and may involve catch up work or retracking which is a 1:1 intervention aimed at boosting self-esteem and raising confidence. It is a programme aimed at vulnerable students and students at the risk of exclusion.
2. Mrs Val Jones from Spectra comes into school once every fortnight to work with students who have ASD or

What measures do we have to prevent bullying?

1. SEND students have TA support in many lessons.
2. Vulnerable students are invited to use the Mini School at break and lunchtimes. This area is staffed by two TAs daily.