

**Caistor Yarborough Academy**  
**SEND Information Report**

<p><b>What will happen if I, or a teacher within the school, believe my child has special educational needs?</b></p>	<p>Students with SEN are identified in a number of ways:</p> <ul style="list-style-type: none"> <li>• Information from feeder primary schools.</li> <li>• Internal assessment and scrutiny of data.</li> <li>• Concerns raised by a parent or member of staff.</li> <li>• Comparison against other students' attainment as proposed in the 2014 SEND Code of Practice.</li> </ul> <p>A parent should initially raise their concerns with their child's tutor or Head of Year. Their concerns will be discussed with the SENCo who will then make a decision on whether the student needs to be referred for assessment.</p>
<p><b>How will the school respond to the concerns that have been raised?</b></p>	<ul style="list-style-type: none"> <li>• Having investigated a parent or teacher's concerns, the SENCo will respond within 5 working days.</li> <li>• If further assessment is needed, consent will be obtained and the SENCo will collect information from parents, teachers and the student, in order to gather further information on the student's ability and needs.</li> </ul>
<p><b>How will the school decide if my child needs extra support?</b></p>	<ul style="list-style-type: none"> <li>• Information provided by parents and teachers, as well as subject specific data and SENCo assessments, will be used to inform the decision.</li> <li>• If a student requires SEN support to make good progress, a discussion with parents will determine whether they should be placed on the SEN register. This is reviewed termly in order to decide whether support needs to continue or whether high-quality personalised classroom provision will meet the student's needs.</li> </ul>
<p><b>What is the school's approach to teaching and including young people with special educational needs and disabilities?</b></p>	<ul style="list-style-type: none"> <li>• We are an inclusive academy: reasonable adjustments are made enabling students with SEND to participate in activities. Teachers differentiate tasks to ensure that every student can achieve their potential.</li> <li>• Students are placed in sets with those of similar ability to allow their needs to be met through normal, timetabled lessons.</li> <li>• Each faculty has a designated LSA (Learning Support Assistant) which provide individual and small-group support within the classroom.</li> <li>• Wherever possible, students are not withdrawn from the classroom to ensure that they are taught and assessed by the subject specialist.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pastoral Leads provide behavioural and emotional support for students who need it. They also monitor students with additional health needs.</li> </ul>
<p><b>What will the school do to support my child?</b></p>	<ul style="list-style-type: none"> <li>• Each child with SEND is individual and as such a personalised plan of support will be implemented.</li> <li>• A child requiring additional support across the curriculum will be placed on the SEN register and allocated a 'Key Worker'. This may be the SENCo or a member of the SEN team. A student profile will be drafted, detailing the students' needs, strategies to support them and short term targets for success. This will then be distributed to staff who work with the student.</li> <li>• Students are taught alongside their peers in order to benefit from the knowledge of the subject teacher.</li> <li>• Support may be given by the faculty LSA and they may be withdrawn from non-core lessons to work within a small group.</li> <li>• Data is used to review the impact of intervention.</li> <li>• Where necessary, the Academy will liaise with external agencies to provide further support for the student.</li> <li>• Other support offered includes a buddying system with older students, access arrangements for exams, and supervised break and lunchtime provision.</li> </ul>
<p><b>Who will support my child in school and what training and experience do they have?</b></p>	<ul style="list-style-type: none"> <li>• Peer mentors</li> <li>• Form tutor</li> <li>• Subject teachers</li> <li>• Learning Support Assistants/ Keyworkers</li> <li>• Pastoral Team</li> <li>• Head of Year</li> <li>• Head of Faculty</li> <li>• Attendance Officer (Helen Briggs)</li> <li>• SENCo (Holds the National Award for SEND) and SEN Team including Deputy and Assistant SENCo</li> <li>• School counselling service</li> <li>• Emotional Literacy Support Assistant</li> </ul>
<p><b>Who else might be involved in supporting my child?</b></p>	<p>If support from an external agency is required, parental consent will be obtained in the majority of cases. A list of agencies the Academy works closely with is provided below.</p> <ul style="list-style-type: none"> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> <li>• Working Together Team</li> <li>• Specialist Teaching Team</li> <li>• Occupational Therapist</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapist</li> <li>• Early Help Worker</li> <li>• Physiotherapist</li> <li>• BOSS – Behaviour Outreach Support Service</li> <li>• ADHD Outreach Service</li> </ul>
<p><b>How will my child be involved in the process and be able to contribute their views?</b></p>	<ul style="list-style-type: none"> <li>• Students who are on the SEN register are invited to attend their annual review meetings and are encouraged to contribute their views on the provision they receive.</li> </ul>

	<ul style="list-style-type: none"> <li>• They will also have the opportunity to provide their opinion to student councillors as well as to student voice questionnaires.</li> </ul>
<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• In most subjects, students are educated with students of similar ability. Teaching staff can provide work of a suitable level which is differentiated to ensure that each student can achieve.</li> <li>• Teachers (with the support of the faculty LSA) ensure that their planning takes into account the ability and needs of each student, consulting the SEN register and student's individual profiles for information.</li> <li>• Targeted intervention in numeracy and literacy ensures that those students who have weaknesses in these areas make rapid improvement. This allows them to access the broader curriculum without barriers.</li> <li>• Our inclusive ethos means that all students are given the opportunity to study a broad and balanced curriculum.</li> </ul>
<b>What opportunities will there be for me to be involved in supporting my child's attainment and achievement? How will I know how well my child is progressing?</b>	<ul style="list-style-type: none"> <li>• Assessment data is provided three times a year to parents, which includes information about the student's attainment in each subject area as well as their predicted GCSE grade.</li> <li>• Parents will have the opportunity to discuss their child's progress during their annual review or SEN review evenings.</li> <li>• A member of the SEN team is available to answer questions at Parents' Evenings and Options Evenings.</li> </ul>
<b>How does the school know how well my child is doing?</b>	<ul style="list-style-type: none"> <li>• Standardised testing (e.g. Accelerated Reader).</li> <li>• Termly data collection for each subject area.</li> <li>• Data collated once a period of intervention has taken place.</li> <li>• Progress against targets will be monitored at Annual Review meetings.</li> </ul>
<b>How will my child be included in activities outside the classroom including school trips?</b>	<p>Reasonable adjustments will be made to ensure that students of SEN can attend activities outside the school classroom. Thorough risk assessments are undertaken before every trip and provision for SEN students is carefully considered. Staff ratio will reflect the needs of those students who are attending. Discussion with the student and their parent will be completed where necessary in preparation for a trip. Occasionally, social stories may also be used.</p>
<b>How accessible is the school environment?</b>	<p>There is wheelchair access to all buildings on site and a lift is also installed in the two-storey building. Disabled toilets are located within each three main buildings. Please also see Accessibility Plan for further detail.</p>
<b>How will the school prepare and support my child to join the school?</b>	<ul style="list-style-type: none"> <li>• Parents are welcome to contact the school at any time to meet with the SENCo and discuss whether the Academy meets their child's needs.</li> <li>• The student will be invited to attend induction days and an induction evening, however, additional 'settling-in' visits can be provided as needed.</li> <li>• A member of the SEN department will attend the student's primary school in order to collate information and prepare for transition.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where possible, the SENCo (or a member of the SEN team) will attend the student's Year 6 SEN review meeting.</li> </ul>
<p><b>How will the school prepare and support my child to transfer to a new setting/school/college?</b></p>	<p>Transition into Key Stage 4 (Year 8):</p> <ul style="list-style-type: none"> <li>• Students will be provided with the information about their Key Stage 4 pathway and can discuss this with their form tutor or key worker.</li> <li>• At options evening, the SENCo or a member of the SEN team will be present to discuss the students' choices and any concerns they or their parents may have.</li> </ul> <p>Transition into further education (Year 11):</p> <ul style="list-style-type: none"> <li>• Advice about courses and providers is provided through assemblies.</li> <li>• Taster sessions are provided at local colleges.</li> <li>• Where necessary, a member of the SEN department will support the student on taster and induction days.</li> <li>• The Academy will liaise closely with the student's choice of college or sixth form to ensure a smooth transition.</li> <li>• A Local Authority Careers Advisor will usually attend a student's Year 11 annual review.</li> </ul>
<p><b>How can I be involved in supporting my child?</b></p>	<p>There are many ways in which parents can support their children, some of which are outlined below:</p> <ul style="list-style-type: none"> <li>• Attending parents' evenings, options evenings and review meetings.</li> <li>• Ensuring that the student is organised and equipped for learning whilst encouraging independence skills.</li> <li>• Supporting the student in completing homework activities in a timely manner and liaising with staff if there are problems.</li> <li>• Communicating promptly (with the student's tutor or a member of the SEN team) if they have concerns.</li> <li>• Reading regularly with the student and taking an interest in their studies/progress.</li> </ul>
<p><b>How is the effectiveness of the provision made for learners with special educational needs evaluated?</b></p>	<ul style="list-style-type: none"> <li>• Support from the link governor of SEN.</li> <li>• The Academy works closely with other schools to ensure SEN provision is regularly evaluated.</li> <li>• Assessment data is used to track the progress of students with SEN within class and intervention.</li> <li>• The support of LSAs is monitored through annual appraisal.</li> <li>• Lesson observations by Heads of Faculty and the SENCo ensure that differentiation and planning allow learners with SEN to achieve.</li> <li>• Assistant Head of Pastoral, Mr Lee Wright, has overall responsibility for ensuring the quality of provision for SEN learners.</li> </ul>
<p><b>Who should I contact if I have a complaint about the provision made for my child?</b></p>	<ul style="list-style-type: none"> <li>• SENCO (<a href="mailto:amy.spalding@cyac.org.uk">amy.spalding@cyac.org.uk</a>)</li> <li>• Deputy Headteacher (<a href="mailto:jo.biglands@cyac.org.uk">jo.biglands@cyac.org.uk</a>)</li> </ul>

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September 2020