



Special Education Needs and Disabilities Information Report

	Version 5.0
Approved by E&S	Autumn 2021
Approved by Full Governing Body	Autumn 2021
Next Review Date	Autumn 2022
Statutory?	Statutory
Website?	Yes
Key Individual	Lucy Harrison Headteacher

Head of SEND & Inclusion: Kathrynne Bickers

SLT Advocate: Amber Martin (Assistant Headteacher, Safeguarding, Inclusion & Aspiration)

GOVERNORS ANNUAL REPORT TO PARENTS ON SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Policies:

All policies include explicit references to disability equality and Special Educational Needs and Disabilities (SEND). The SEND policy was updated in October 2021.

Key staff:

Line Manager for SEND & Inclusion: Amber Martin (Assistant Headteacher, Safeguarding, Inclusion & Aspiration)

Head of SEND & Inclusion: Kathrynne Bickers

Name of SEND Governor: Karen Gubbay

Number of pupils with SEND:

2016 – 2017:

Year Group	EHCP students	SEND Support students	Total for each year group
7	13	24	37
8	4	24	28
9	4	31	35
10	4	33	37
Total	25 (4.2%)	112 (18.7%)	137 (22.9%)

2017 – 2018:

Year Group	EHCP students	SEND Support students	Total for each year group
7	10	18	28
8	13	24	37
9	4	24	28
10	4	31	35
11	4	33	37
Total	35 (4.6%)	130 (17.3%)	165 (22%)

2018 – 2019:

Year Group	EHCP students	SEND Support students	Total for each year group
7	3	28	31
8	10	35	45
9	12	23	35
10	5	41	46
11	5	36	41
Total	35 (4.5%)	163 (21%)	198 (25.6%)

2019 – 2020:

Year Group	EHCP students	SEND Support students	Total for each year group
7	11	21	32
8	2	29	31
9	12	32	44
10	11	20	31
11	5	37	42
Total	41 (5.2%)	139 (17.7%)	180 (22.9%)

2020 – 2021:

Year Group	EHCP students	SEND Support students	Total for each year group
7	9	28	37
8	11	22	33
9	3	30	33
10	11	28	39
11	10	22	32
Total	44 (5.5%)	130 (16.2%)	174 (21.7%)

2021-22:

Year Group	EHCP students	SEND Support students	Total for each year group
7	8 +1 awaiting issue	30	39
8	9	34	43
9	10	21	31
10	3	31	34
11	11	34	45
Total	42 (5.3%)	150 (18.8%)	192 (24%)

Students and parents of pupils on the SEND register are invited to attend their Pupil Passport and Individual Learning Plan reviews three times a year. All students with EHCPs are invited to attend their Annual Reviews for at least a part of the meeting.

How students with SEND are supported and monitored:

In addition to the normal monitoring by the teacher, the progress of students with SEND is monitored termly by the class teachers and the SENCo. Students' needs are identified and suitable provision is implemented. This may involve an offer of additional intervention, additional in-class support or the involvement of outside agencies, such as an Educational Psychologist or Local Authority Advisory Teachers.

Provision for Literacy may include: Toe-by-Toe, Lexia, Literacy Progress Units, Tracks Spelling, Precision Teaching and other Wave 3 Literacy interventions.

Provision for numeracy may include: Precision Teaching, My Maths, Hegarty Maths and Numeracy Booklets.

To accommodate students with social and communication difficulties, Zones of Regulation, Talkabout Teenager, Talkabout Self-esteem and the SCERTS approach are used.

Pupils' Attitude to Self in School (PASS) software is also used to establish students' own perceived learning confidence and capacity.

At The Archer Academy the progress made by pupils with SEND is generally in line with or slightly above national trends. Those students who are not making expected progress are monitored and considered for further intervention.

Attendance is monitored at Pupil Passport / Individual Learning Plan meetings and at Annual Reviews; the absence levels of all pupils are monitored daily by a designated member of the office staff. Close links are maintained with the Education Welfare Service who support the school in dealing with any attendance issues including persistent lateness.

Deployment of staff and resources:

At Archer Academy, we have a Head of SEND & Inclusion and an Deputy SENCo who are both teachers. In September 2017 we introduced a 'Lead Practitioner' system. Our 'Lead Practitioners' lead on one of the four key areas of SEND and act as a keyworker to named EHCP students. The four areas of SEND are:

- Cognition and learning
- Communication and interaction
- Physical and sensory
- Social, emotional and mental health

The SEND & Inclusion department is also staffed with three Learning Mentors (two who are part time), seven Teaching Assistants (two who are part time) and one Medical Needs Teaching Assistant. Full time Teaching Assistants work 36 hours per week. The team of Teaching Assistants work with EHCP students to support them in class, in small groups or one to one to provide them with the support they require.

In 2020-21 the SEND & Inclusion team purchased or implemented the following resources to support the learning of SEND students:

Lexia intervention for students with literacy difficulties
Educational Psychologist visits
Input from the Barnet Inclusion Advisory Team
External Assessor for assessing students for exam dispensations and access arrangements
Pupils' Attitude to Self in School (PASS) software
Language Enrichment Project, supported by Barnet SALT

External Agencies:

Close and effective links are made with a wide variety of agencies to support parents/ carers and school staff in addressing young people's needs. These include:

Educational Psychologist (EP)
Speech and Language Therapist (SALT)
Advisory Teachers for Hearing Impairment (HI), Visual Impairment (VI) and Autistic Spectrum Disorder (ASD)
School Nurse
Children's services
Qualified assessor for access arrangements

Secondary School Transfer:

To ensure smooth transition for current Year 6 children with SEND, additional transfer arrangements are implemented during the summer term before they transition to secondary

school. Much of this was completed virtually due to the ongoing COVID-19 pandemic. Children on the SEND register had the opportunity for extra visits to The Archer Academy or were involved in our transition project. Annual reviews for children with EHCPs in Year 6 are attended by a representative from The Archer Academy.

We are also developing our relationships with our two 'partner' institutions, Woodhouse College and Barnet & Southgate College, in regard to successful transition work for SEND students moving into post-16 provision. As part of this, EHCP & SEN Students are given priority or early interviews with the careers officer.

Dealing with Complaints

The SEND & Inclusion team adheres to the Complaints Policy adopted by the whole school which can be found on the website and at this link:

<https://thearcheracademy.org.uk/wp-content/uploads/2021/09/Complaints-Policy-2021.pdf>

Local Offer

The Archer Academy works in close collaboration with the SEN Team at Barnet Council and other agencies that work in the local area. This includes but is not limited to: Social Services, Autism Advisory Team, the Inclusion Advisory Team and Speech and Language. Full details of Barnet's Local Offer and services provided within Barnet can be found at:

<https://www.barnetlocaloffer.org.uk/>