



Special Education Needs and Disabilities Information Report

	Version 7.0
Approved by E&S	Autumn 2023
Approved by Full Governing Body	Spring 2024
Next Review Date	Autumn 2024
Statutory?	Statutory
Website?	Yes
Key Individual	Lucy Harrison Headteacher

Head of SEND, Inclusion & Aspiration: Kathrynne Bickers

Table of Contents

Policies:	3
Key staff:.....	3
The kinds of SEND that are provided for.....	3
Number of students with SEND:.....	3
Identifying students with SEND and assessing their needs	4
Consulting and involving students and parents	5
Assessing and reviewing students' progress towards outcomes	5
Supporting students moving between phases and preparing for adulthood.....	6
Our approach to teaching students with SEND	6
Adaptations to the curriculum and learning environment.....	6
Additional support for learning	7
Expertise and training of staff.....	7
Securing equipment and facilities.....	7
Evaluating the effectiveness of SEN provision	8
Enabling students with SEND to engage in activities available to those in the school who do not have SEND	8
Working with External Agencies.....	8
Dealing with Complaints.....	8
Local Offer	8
Monitoring Arrangements.....	9

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 November 2023.

Key staff:

Head of SEND, Inclusion & Aspiration: Kathrynne Bickers (sen@theacheracademy.org.uk)

Name of SEND Governor: Karen Gubbay

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Number of students with SEND:

2021-22:

Year Group	EHCP students	SEND students	Support	Total for each year group
7	9	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%)

2022-23:

Year Group	EHCP students	SEND students	Support	Total for each year group
7	7	17		24
8	10	25		35
9	10	31		41
10	12	24		36
11	4	23		27
Total	43 (5.3%)	120 (14.7%)		163 (19.9%)

2023-24:

Year Group	EHCP students	SEND students	Support	Total for each year group
7	14	30		44
8	7	19		26
9	8	28		36
10	10	29		39
11	11	21		32
Total	50 (6.16%)	127 (15.6%)		177 (21.8%)

The sex breakdown of students with SEND is:

EHCP

Male – 31

Female – 19

SEN

Male – 64

Female – 63

SEND Primary Area of Need

Primary Area of Need	Number of students
Autism	27
Hearing Impairment	2
Moderate Learning Difficulty (MLD)	8
Multi-Sensory Impairment	1
No Specialist Assessment	3
Other or not specified	34
Physical Disability	8
Social Emotional Mental Health	33
Specific Learning Difficulty	52
Speech Language Communication Need	9
Total	177

Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs, attendance and behaviour.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Where a student is identified as falling under any of the above criteria, teachers, Heads of Year and Department and an identified member of the SEND team will review the student's profile and make recommendations for adaptive teaching in the classroom. This is considered universal provision.

If monitoring indicates that progress, across any area of school life, is not meeting expectations, then a SEN Cause for Concern form is completed by the Head of Year, using feedback from teachers and other relevant staff.

The SEND team will then carry out a number of assessment activities, including further observations, assessments of cognitive ability and emotional or sensory audits. If an underlying need is suggested or indicated, then the SEND team will draw up a Pupil Passport in conjunction with family, the student and key members of staff which will be circulated to all staff. This may include recommendations for in-class support but also out of class interventions. This is targeted provision and the student will be placed on the SEN Register.

If further monitoring indicates that the student is still not making expected progress, the SEND team will request and commission support and/or assessment from external agencies including, but not exclusively: Educational Psychology, the Autism Advisory Team, Speech & Language.

This may also include a request for an Educational, Health and Care Plan assessment. This is considered specialist provision.

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents.
- We will formally notify parents when it is decided that a student will receive SEN support.

Students and parents of students on the SEN register are able to review progress three times a year at LRD. All students with EHCPs are invited to attend their Annual Reviews for at least a part of the meeting in addition to their 3 LRD appointments.

Once a year, the SEND team will carry out a Student Survey of all EHCP students. The feedback from this survey is used to review and adjust provision for the following years. Opportunities are provided for parents to share their views and experiences at Parent Carer Forums throughout the year.

Assessing and reviewing students' progress towards outcomes

At the Archer Academy the progress made by students with SEND is monitored closely. Those students who are not making expected progress are monitored and considered for further intervention.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The cycle includes the transitions from universal to targeted to specialist provision as outlined above. The class or subject teacher will work with the SENCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views. This will include data from the student's PASS survey.
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.
- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This is done through the Pupil Passports.

We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress. Parents and students have the opportunity to review progress at Parents Consultation Evenings and the three Learning Review Days each year.

Attendance is monitored at Pupil Passport / Individual Learning Plan meetings and at Annual Reviews; the absence levels of all students are monitored daily by a designated member of the office staff. Any student with SEND who has lower than expected attendance levels is identified and additional support is provided to identify causes and adaptations required to support increased attendance.

Close links are maintained with the Education Welfare Service who support the school in dealing with any attendance issues including persistent lateness.

Supporting students moving between phases and preparing for adulthood

Arrangements for the admission of students with SEND are covered within the school's Admissions Policy.

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. Children on the SEND register have the opportunity for extra visits to the Archer Academy or are involved in our transition project. Annual reviews for children with EHCPs in Year 6 are attended by a representative from The Archer Academy where possible and, where this is not possible (often because primary schools will hold Year 6 reviews in the previous Autumn or Spring term to support consultations with secondary schools), the SENDCo and/or relevant Lead Practitioner will attend a transition visit to the primary school in the Summer term.

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 and, from 22-23, all Annual Reviews for students in Year 10 and 11 will include a meeting with and advice from the Careers Advisor. The Deputy SENCo works with Year 10 & 11 students, in addition to the existing careers' provision, to explore and gather information on a wide range of aspiration rich post 16 destinations for SEND students so that all students have the opportunity to progress to a suitable pathway when they leave the Archer Academy.

Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be personalised for individual students.

We also provide the following interventions:

- Lexia intervention for students with literacy difficulties
- Touch-typing assessment and interventions
- Higher Level Teaching Assistant (HLTA) for Maths & English as Another Language (EAL) teaching
- Educational Psychologist visits
- Input from the Barnet Inclusion Advisory Team
- Input from the Barnet Autism 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
- Range of SEMH interventions to support with school attendance and lesson engagement
- Adaptations to the curriculum and learning environment
- We make the following adaptations to ensure all students' needs are met:
- Personalising our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Personalising our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Making adaptations to the school environment or processes where needed and appropriate
- Ensuring that the requirements and recommendations contained within the school's Accessibility Policy are embedded within SEND practice.

Additional support for learning

We have 5 teaching assistants who are trained to deliver interventions such as Lexia, Toe by Toe, touchtyping, Functional Skills and VIP Maths.

Teaching assistants will support students on a 1:1 basis and in small groups when interventions outside of the classroom have been identified as being supportive to better engagement and progress. These are always carefully chosen and monitored to ensure that they are clearly linked to the main curriculum and are designed to support with student progress in the classroom.

We work with the following agencies to provide specialist expertise and support for students with SEN:

- Educational Psychology
- Inclusion Advisory Team
- Autism Advisory Team
- Speech & Language service
- Occupational Therapy service
- Educational Welfare
- Social Care
- Expertise and training of staff

At the Archer Academy, we have the following positions within the SEND Team:

Head of SEND, Inclusion & Aspiration – Kathrynne Bickers. They are a qualified SENCO and Teacher of English.

Deputy SENCO – Humaira Raja. They are a qualified teacher of Maths.

Lead Practitioners - 'Lead Practitioners' lead on a specialist area of SEND and act as a keyworker to named EHCP students. These are:

- Literacy
- Autism
- EAL
- Social, emotional and mental health
- Complex SEND students

Lead Practitioners are able to access a wide range of training, particularly from Barnet's provision, in Speech and Language, Emotional Literacy and other SEN specific areas.

The SEND, Inclusion & Aspiration department is also staffed with three Learning Mentors (two who are part time) and 5 Teaching Assistants, one of whom is HLTA for Maths. Three of the other Teaching Assistants are attached to CORE subject departments. 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.

Securing equipment and facilities

Where additional equipment has been identified for an EHCP student, either from external assessment or internal processes, the SEND team will request this via the school's purchasing procedures. Where this represents a significant change in need or provision, the SEND team will make a request to the Council, via Emergency Annual Review, for additional funding to secure this provision.

If the additional provision is for a SEND student, the SEND team will evaluate whether this means that the student is in need of specialist provision and will consider making an assessment request for an EHC Plan.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after a pre-determined number of weeks
- Using student questionnaires
- Monitoring by the SENCO and relevant members of staff, including those responsible for Academic Review and Raising Attainment
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans and termly reviews for all SEN Support and EHCP students.

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. Lead Practitioners will actively target students with SEND when developing the extra-curricular programme.

All students are encouraged to go on our residential trip(s). A member of the SEND team accompanies every residential trip and will work with the trip leader and parents to make the trip as accessible as possible to all students, including those with SEND.

All students are encouraged to take part in additional school activities such as workshops and Sports Days. Additional pre-planning is carried out, where required, to ensure maximum uptake and participation is facilitated.

No student is ever excluded from taking part in these activities because of their SEN or disability.

This is particularly important as it enables focus on and improvement in social and emotional development of students with SEND.

The SEND Information Report should be read in conjunction with the SEND Policy, the Equal Opportunities and Diversity policy and the Accessibility Policy.

Working with 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 (S<)
- Advisory Teachers for Hearing Impairment (HI), Visual Impairment (VI) and Autistic Spectrum Disorder (ASD)
- School Nurse
- Children's services
- Qualified assessor for access arrangements

Dealing with Complaints

The SEND & Inclusion team adheres to the Complaints Policy adopted by the whole school. This is available on the school website.

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/>

This is also the link for Barnet's SEND Information and Advice Service (SENDIASS).
<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care/who-can-help/send-information-advice-and-support-service-sendiaass>

Other useful links

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Monitoring Arrangements

This policy and information report will be reviewed by the Head of SEND, Inclusion & Aspiration **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Mrs Bickers, Head of SEND, Inclusion & Aspiration (November 23)