



**Learning Academy Partnership (South West)**  
*'TOGETHER WE EMPOWER EXCELLENCE'*

**Trustees Annual SEND Report to Trustees**  
**2017 - 2018**

<b>Academy:</b> Ellacombe Academy	<b>Number on roll:</b> 372 (including Little Stars) <b>13.9% of SEN:</b> (52 pupils)
-----------------------------------	--

<b>SENDCo</b>	Laura Secker
<b>SEND Governance link</b>	Sarah Pearce

**Number of pupils with Special Educational Needs**

<b>No. of SEN Support pupils:</b>	44
<b>No. of EHCP pupils:</b>	8
<b>% (&amp; no.) of SEND Pupil Premium pupils:</b>	22
<b>No. SEND Pupils with medical needs</b>	2

As part of their statutory duties, the Board of Trustees must publish information about and report on the academy's policy on Special Educational Needs.

The Learning Academy Partnership (South West) is committed to providing an appropriate, high quality, inclusive education to ensure the best possible progress for all our pupils, whatever their abilities or needs. The Learning Academy Partnership has a culture of high aspiration for all children.

All leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.

The Special Educational Needs and Disabilities Inclusion Policy (SEND policy) can be found on the LAP website and identifies our aims and objectives for children with SEND and also describes the processes used within the academy trust to support these pupils. The policy is reviewed annually; most recently in January 2018.

**SEN Profile since September 2016**

The SEN Support register is accurate and reviewed at least termly.

There were 6 pupils with EHCP's and this increased by 1 with the arrival of a pupil in EYFS with an EHCP in place and a new Year 2 pupil with an EHCP joined us in June.

We are currently writing requests for statutory assessments for 7 pupils including 3 at Little Stars Nursery who will be joining us in September.  
1 request for statutory assessment has been accepted and enabled a pupil to move to specialist provision.  
There has been one successful application to Coombe Pafford Special school.  
61% of all students on SEN support have SEMH as their primary need.  
Communication and Interaction needs is also significantly higher than national averages.

#### **EHCP/Statement - Primary Area of Need**

Communication and Interaction	25% ( 2 pupils)
Cognition and Learning	25% (2 pupils)
SEMH	37.5 % (3 pupils)
Physical &/or Sensory	12.5 % (1 pupils)

#### **SEN Support**

Communication and Interaction	34% (15 pupils)
Cognition and Learning	5 % (4 pupils)
SEMH	61% (17 pupils)
Physical &/or Sensory	7% (2 pupils)

#### **Progress of pupils with SEN**

AT the start of each year teachers, set appropriately challenging targets for pupils with SEND which may, or may not, be in line with national expected outcomes for specific year groups.

The academy uses externally validated data such as RAISEOnline and evidence based research from Fischer Family Trust and Education Endowment Foundation to inform the planning of interventions.

#### **Attainment and progress of SEND pupils 2016/17**

##### **EYFS**

	Number of pupils	Good level of development achieved
EHCP (no. of pupils)	1	0%
SEN Support (no. of pupils)	4	50%

##### **Year 1 - Phonics Screening Test**

	Number of pupils	Passed
EHCP (no. of pupils)	1	0
SEN Support (no. of pupils)	12	92%

## Year 2

	Progress Towards Targets Set		
	Target not met	Target met	Target Exceeded
EHCP	n/a	100%	n/a
SEN Support	12.5%	87.5%	N/A
	Met National Expectations		
	Reading	Writing	Maths
EHCP	100%	100%	100%
SEN Support	50%	50%	50%

## Year 6

	Progress Towards Targets Set		
	Target not met	Target met	Target Exceeded
EHCP	0%	50%	50%
SEN Support	%	100%	%
	Met National Expectations		
	Reading	Writing	Maths
EHCP	100%	100%	100%
SEN Support	100%	100%	100%

Education Health and Care Plans are reviewed annually. The academy and parents work in partnership to achieve genuine partnership. Pupils are consulted regarding their targets and pupil voice is captured in a variety of ways.

Every child with an EHCP has an Implementation Plan. The Implementation Plan sets out how the academy will work towards achieving the desired outcomes from the pupil's EHCP during the year. These are revised after each Annual Review.

All pupils with either an EHCP or those on SEN Support have a Provision Map and those who require specific intervention have Individual Support Plans. The Provision Map highlights the current intervention/support relating to each specific individual and these are evaluated at the end of a cycle of intervention or at the end of term/academic year.

Progress is reported regularly and ISP Review meetings are held each term with parents (to coincide with Parent Consultation evenings) where progress is evaluated and new targets are set for the following term. These systems are in place to enable parents/carers to meaningfully contribute to shaping the quality of support and provision for their child.

98% of the pupils currently receiving SEN Support are meeting their individual targets set out in their Individual Support Plans (ISP).

Some of these individuals have been supported by a highly individualised intervention programmes. This is a bespoke literacy intervention which is adapted to the individual's needs and may include multi-sensory techniques.

## Early Identification and Assessment Procedures

At the Learning Academy Partnership, our intention is to identify, at the earliest opportunity, barriers to learning. This may be when a pupil's progress is significantly slower than that of their peers, starting from the same baseline, or when the attainment gap between the child and their peers does not narrow. A barrier could also be attributed to an unmet social or emotional need.

Pupils are identified via data and through consultation with class teachers. Teachers concerns are recorded on a SEND Concern Form plus the strategies and resources already employed to support the individual pupil. At this point a classroom observation would be undertaken and may involve a reading, spelling and/or an independent writing assessment

The academy follows a cycle of Assess, Plan, Do, Review

Regular meetings are held to review the action taken for pupils who are subject of the SEND Concern form. A decision is made as to whether specific assessment is required, further modifications to teaching approaches or whether the pupil requires targeted provision.

If the conclusion is that "additional to and different from" support will be required parents are informed and consulted and the pupil placed on the SEND Support register.

15 pupils have been the subject of SEN Concerns this academic year resulting in 2 pupils being included on the SEN Support register and 8 EYFS pupils.

The LAP SEND Team may also assess pupils using formalised, standardised tests. These comprehensive assessments support accurate identification of need. The results of the assessment culminate in a written report for parents and staff which include recommendations and strategies which can be incorporated into classroom practice and aid the setting of individualised targets.

At Ellacombe 8 pupils have been assessed or observed and this has resulted in requests for statutory assessment for 5 pupils. 1 has been accepted and 4 are pending approval by the LA.

*The other cases were to aid the the development of and implementation of different intervention strategies and to identify the progress made by SEN support students engaged in RWI, pre teaching of vocab.*

0 pupils have been assessed by the SEN Advisory Teacher for Torbay.

There have also been 12 referrals to the Educational Psychologist. This resulted in a combination of observations/assessment and advice/training as well as parental consultations. being provided to the academy to enable specific support being provided to meet the needs of the pupil.

## Impact of Interventions

Interventions are evidence-based and coordinated effectively. Systems are in place to support this process, for example, using a Provision Map.

Interventions this year have included:

e.g.

- Maths no problem
- Bespoke Literacy Intervention
- 1:1 Read Write Inc.
- Thrive
- Draw and Talk
- Nurture
- Counting to calculate
- Numbers count
- Socially speaking
- Daily check in
- 1.1 bespoke maths interventions
- Precision teaching interventions
- Social skills and social stories interventions.

RWI 96% of all students achieved expected standard. 2 SEN males did not achieve and will continue 1.1 RWI intervention as well as SALT to ensure progress.

This year parents had the chance to observe 1:1 interventions in practice and were given ideas on how their child could be further supported at home.

## Attendance

The attendance of SEND pupils is: 92.1%

The attendance of pupils with an EHCP is: 92.14%

The attendance of SEN Support pupils is: 95.38%

The whole academy attendance is: 95.95%

The attendance of pupil who are in receipt of pupil premium is: 95.83%

The academy uses a range of data to identify barriers to learning. This includes monitoring the levels of attendance for pupils with SEND. The SENDCo attends fortnightly attendance meetings.

## Budget Allocation

The academy's SEND budget is used to provide:

- TA hours to support pupils with SEND (through interventions)
- Additional resources
- Support and advice from outside agencies – e.g. access to an Educational Psychologist
- Nurture provision

This year the LAP has commissioned 30 days of EP time across the partnership.  
TORBAY only

Ellacombe Academy has received 18 days of EP time. This has been used to support 12 individual pupils, train staff in differentiation, [precision teaching, emotional coaching and Circle of friends. In addition, 0 days of Advisory Teacher time has been purchased for assessment and advice.

Money received in addition to notional funding (Element 3 funding) is used to support pupils with Education Health and Care Plans through:

- TA support (including 1:1 support)
- Specialist resources
- CPD for TAs supporting individual needs and ensuring ab highly skilled team of professionals.

Details of the pupil's individual Element 3 funding can be found within the EHCP document.

### **Deployment of staff and resources**

The SENDCo is a full-time member of staff.

The SENDCos main responsibilities are to coordinate and oversee the provision for SEND pupils across the academy. The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual pupils with SEND. This entails working closely with staff, parents/carers and other agencies.

The SENDCo also provides related professional guidance to colleagues with the aim of securing quality teaching for all children, including those with SEND.

The SENDCo seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This is through the analysis and assessment of pupil's needs, by monitoring the quality of teaching and standards of pupil's achievements, as well as by setting targets for improvement.

The SENCos meets with pupils, their parents and staff, liaises with outside agencies and ensures that the pupils at Warberry academy receives the most appropriate support and provision available. She attends and leads meetings and keeps abreast of changes regarding SEND.

There is currently a well-developed provision employed across the academy to support pupils with SEND. The role of 1:1 support for a pupil with an EHCP may be shared amongst several teaching assistants. *For example, one of our pupils has received support from 4 different individual Teaching Assistants (TA) this academic year. One TA supports his transition throughout the school day; the others his literacy, maths and social and emotional needs.*

This year we have appointed 6 additional teaching assistants at Ellacombe Academy to support pupils with SEND.

### **Liaison with external agencies**

If, despite the delivery of high quality interventions, progress is raises a concern, advice is sought from external agencies regarding strategies to best meet the specific needs of a pupil.

Some pupils have access to external services as part of the requirement of their EHCP; for example: Hearing Impairment Team, Occupational Therapist, Physiotherapist, Speech and Language team. On the other hand, other pupils may access these agencies where there is no recourse for inclusion on SEN Support.

This year advice has been sought from:

- Advisory Support Service
- Educational Psychology Service
- Hearing Impairment team
- Speech & Language Therapist
- School Nurse
- Occupational Therapy
- Physiotherapy
- Primary Mental Health Workers
- YMCA
- Social Care Team –
  - TESS – Torbay Education Safeguarding Service
- ASD champion (Barton Academy)
- Mayfield Chestnut Outreach (behaviour)
- Combe Pafford Outreach

Outside agency support is engaged appropriately and utilised effectively.

### **Transition for SEND Pupils**

Across the Learning Academy Partnership a number of strategies are in place to enable effective transition. These include:

#### **On entry:-**

- A planned programme of visits is provided in the summer term for pupils starting in September, including Teddy Bear's Picnic. These include home visits for pupils transferring to nursery/EYFS.
- Parent/carers are provided with a range of opportunities to visit the academy and meet with key staff.
- Sharing of information between nurseries and pre-schools including private, voluntary and Independent settings and the academy EYFS staff. This may also include meetings with the provider, the EP and/or EY Advisory Lead.

- The SENCo meets with all new parents of pupils who are known to have SEND to allow solutions to any perceived challenges to be located prior to entry.
- A Transition book (talking recordable book) with photos of key staff can be provided to aid transition

#### **Transition to secondary phase:**

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND. This may include additional visits and key workers identified prior to transition and can be tailored to meet individual needs.

This year all 4 Year 6 SEN pupils have required and received enhanced transition arrangements.

- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice. The SENCo from the preferred secondary school is invited to the Annual Review.

There are close links with the SEND department at The Spires College and Torquay Academy. This ensures necessary early intervention is in place before the pupil transfers to the next phase in their education.

### **Staff Development**

Staff training is on-going and is identified through performance management and through needs identified across the LAP.

All LAP staff have accessed in-house training and some have received specialist training or attended external courses:

Academy specific – e.g.

Precision teaching  
Circle of friends  
Emotional coaching  
In house attachment and trauma training  
In house SEN training

Pupil Progress meetings have been introduced and piloted in Ellacombe academy this year. This provides an opportunity for class teachers to meet with the SENCo to monitor progress for those pupils with EHCPs and SEN Support pupils but also those pupils who are causing concern. An SEN Concerns form will have been completed beforehand showing what strategies and resources have already been used to support the pupil.

This year LAP SENCo Forums have been arranged for each half term. These meetings have given the opportunity for SENCos across the LAP to meet to discuss SEN issues and share good practice.



The SENCo has also attended 4 termly SEND meetings arranged by the Torbay SEND Team. This provides opportunities to keep up to date with local and national developments relating to SEND and to network with other SENDCO's