

Plympton Academy : SEND Information Report 2017

1. The kinds of Special Educational Needs for which provision is made at the Academy:

All students are entitled to a broad and balanced curriculum that is differentiated to meet their individual needs. At Plympton Academy, we support each of our students to achieve their full potential academically and socially, both within the school and in the wider community. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

At Plympton Academy we recognise that SEND is most effectively managed within a staged approach. Intervention will be carefully managed in conjunction with support and advice from specialist services, where appropriate, in order to meet the needs of the students as comprehensively as possible.

What does having a special educational need mean?

The 2014 Code of Practice states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age; or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

What can Plympton Academy provide for a student with SEND?

All students have access to a broad and balanced curriculum delivered by qualified teachers who will differentiate their lessons to meet the needs of the individual students. Many students with a Statement of Special Educational Need or an Education, Health and Care Plan will have some support in lessons from a Teaching Assistant. Other support we can offer includes:

- Homework Club
- Accelerated Reader
- Staffed rooms at break and lunchtime
- Read Write Gold software

- Enhanced Transition arrangements from primary school
- Enhanced Transition arrangements to post-16

We also access support and advice from a range of agencies including:

- Local Authority SEND Support Team
- Educational Psychologists
- Speech and Language Therapists
- Communication Interaction Team
- Inclusion Works
- CAMHS - Child and Adolescent Mental Health Service
- Child Development Centre

2. How does Plympton Academy identify and assess students with SEND?

Identification of SEND can come from a variety of different routes. Students with SEND at their primary schools will often continue to need support and their progress will be monitored by our SENCo. When a student starts at Plympton Academy they will undertake a number of assessments to allow us to identify a student's abilities and any areas of need.

Teachers, parents and professionals from outside agencies will raise any concerns with the SENCo.

3. How the Academy monitors the effectiveness of provision for students with SEND:

- a) The effectiveness of the Academy's provision is reviewed by the Senior Leadership Team through termly Standards Meetings and include evaluation of student data, advice from outside agencies and student voice. The Academy is part of the Challenge Partners programme and receive an annual review from this team. Our 2016 review focussed on SEND provision.
- b) The SENCo and senior staff review student progress on a termly basis to ensure that all students are making expected levels of progress.
- c) All students have access to a broad and balanced curriculum and are encouraged and supported to achieve their full potential.
- d) It is the responsibility of the class teacher to differentiate the lesson to meet the needs of individual students. Where necessary, advice and support will be sought from the SENCo and specialist advisory agencies.

- e) Additional support available to students includes TA support, supported homework sessions, supported catch-up sessions, mentoring, access to a laptop for extended pieces of writing and social skills programmes.
 - f) We are committed to ensuring that students with SEND take a full and active role in the life of the Academy and the wider community. SEND students have this year been working on a Community Literacy programme that has so far involved our Police and Crime Commissioner, staff at Charles Cross Police Station and local care homes.
 - g) The SENCo meets regularly with the Educational Psychologist and staff from CAMHS (Child and Adolescent Mental Health Service) to seek advice regarding how best to meet the needs of students with emotional, mental and social issues.
4. Contact details of our SEND Coordinator: Mr Martin Edmonds edmondsm@plympton.academy
 5. Our staff take part in ongoing CPD around special educational needs and disabilities. Our Teaching Assistants are currently working toward completion of the Autism Education Trust national certification.
 6. Special equipment or facilities may sometimes be needed; in such situations we would seek recommendations from advisory agencies on the most appropriate way forward.
 7. The Academy hold regular review evenings following termly Progress Reviews. The SENCo is available on these occasions, to make an appointment please contact edmondsm@plympton.academy
 8. Students with identified SEND receive regular mentoring sessions and are central to their own target setting.
 9. [The Academy complaints procedures can be found here](#)
 10. The Academy work closely with a variety of external agencies to help us meet the needs of students with SEND including:
 - Local Authority SEND Team
 - Educational Psychology
 - The Communication Interaction Team (Communication)
 - The Communication Interaction Team (Language)
 - Visual Impairment Advisory Team
 - Hearing Impairment Advisory Team
 - Speech and Language Therapy
 - Service Families Children / Naval Welfare

- Social Services
- Careers South West
- ACE (Alternative Centre for Education)

11. Strong transition arrangements are in place to support students with SEND in transitions between phases of education and in preparation for adulthood and independent living.

Our SENCo visits Year 6 students with SEND at their primary school and organises an enhanced transition programme each year in collaboration with the primary school SENCos.

All Key Stage 4 students with SEND are invited to meet with the Careers Advisor from CSW to create a clear pathway forward for post-16 provision.

12. The Local Offer from Plymouth Local Education Authority can be found at:

<http://www.plymouthonlinedirectory.com/kb5/plymouth/directory/localoffer.page>