



ANSFORD ACADEMY

LEARNING TOGETHER TO LEAD OUR LIVES

SEND Information Report

Status	Statutory
Governors Adopted	January 2023
Renewal Period	Annual
Review Due	January 2024

SEND Team:

SENDCo/Associate Assistant Headteacher:

Assistant SENDCo:

SEND Administrator:

Ms Su Perkins Su.perkins@ansford.net

Jane Rossiter Jane.Rossiter@ansford.net

Mrs Nicole Miles. Nicole.miles@ansford.net

Teaching Assistants

Lynda Chainey

Rachel Rowlands

Tracey Voit

Matthew Connelly

Jane Bifulco

Ruth Summerbell

Vicky Cole

Paula Claydon

Debbie Harris

Sam Whitfield

Ann Buckley

Rebecca Harrison

The kinds of SEND that are provided for

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

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, 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

Identifying students with SEND and assessing their needs

There are a number of ways Ansford Academy identify and assess the needs of students with SEND:

- Through on-going teacher observations, assessments, experience.
- Baseline testing screeners e.g. CATs, reading ages, spelling ages.
- Through dyslexia screening tests.
- Through a teacher/parent expressing a concern, and then implementing a cycle of 'Assess, Plan, Do and Review'.
- Outside agency reports, including pediatrician diagnosis.
- Discussions with parents/carers and use of their knowledge, including meetings prior to transition.
- Information shared from previous establishments (primary schools) and other settings.
- The Academy's SENDCo is Ms Su Perkins who can be contacted via email: su.perkins@ansford.net

Consulting and involving students and parents

We will discuss with students 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 student
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a student will receive SEND support.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers and Heads of Year will work with the SENDCo 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
- 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. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving on to. We will agree with parents and students which information will be shared as part of this.

Our approach to teaching students with SEND

At Ansford Academy we aim to give all students, including those with SEND, access to a broad and balanced curriculum.

- 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.
- Teaching will be adapted according to students' individual needs.
- To help every student fulfill their potential, we value a wide range of approaches to support student's learning.

Adaptations to the curriculum and learning environment

At Ansford Academy we provide a broad and balanced curriculum for all students. We have an inclusive approach to provision which means that the majority of students have their needs met within the classroom through appropriately adapted lessons. Where appropriate some personalised learning opportunities may occur and we make the following adaptations to ensure all students' needs are met:

- Adapting 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.
- Use of the Learning Bridge
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 12 teaching assistants who are trained to deliver interventions such as:

- Maths Interventions to enhance number skills
- English interventions, focusing on literacy skills
- Elkan trained staff to enhance language development
- Keyworkers to provide pastoral and emotional support
- 1:1 and small group interventions focusing on specific subjects, depending on individual need.

We work with the following agencies to provide support for students with SEND:

- Visual Impairment Support Team
- Hearing Impairment Support Team
- PIMS Team
- Speech and Language Team
- Autism and Communication Service
- Educational Psychologist
- Parent Family Support Advisors
- Family Intervention Workers
- SENDIAS
- CAMHS

Expertise and training of staff

Our SENDCo has over 4 years' experience in this role and has worked as teacher and teaching assistant for many years previously. They are allocated dedicated time each week to manage SEND provision.

We have a team of 12 Teaching Assistants, including 2 Senior Teaching Assistants who are trained to deliver SEND interventions.

We use specialist staff for exam access arrangements testing and dyslexia screening. In the last academic year, staff have been trained in:

- Dyslexia strategies in the classroom
- Understanding Autism
- Understanding ADHD
- Team Teach
- Visual Awareness Training
- High Quality Teaching and Adaptive Teaching
- Managing Behaviour
- Graduated Response/APDR

Securing equipment and facilities

We work with the PIMS team, Visual Impairment Team and Hearing Impairment Team to ensure specialist equipment is available to SEND students, where required.

Evaluating the effectiveness of SEND provision

At Ansford, we have a variety of different approaches to evaluate the impact of provision for our SEND students.

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

- Reviewing students' individual progress towards their goals throughout the academic year
- Reviewing the impact of interventions to ensure the effectiveness of the provision is matched with the students' needs
- Using student questionnaires and carrying our student voice
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans

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

- All of our extra-curricular activities and college visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trips.
- All students are encouraged to take part in sports day/school plays/special workshops.
- At Ansford Academy most classrooms are situated at ground level. The only building with classrooms on the first floor is in Maths and therefore students requiring ground level classrooms will be accommodated accordingly.
- There is a ramp into all buildings where required and 3 accessible disabled toilets.

Our Accessibility Policy can be found on the Academy website.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council.
- Students with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships.
- We have a number of intervention programmes to support students with mental health needs.
- Access to our school counsellor
- We have a zero-tolerance approach to bullying.

Working with other agencies

In some cases the complexity of needs or lack of clarity around the needs of the student, means the Academy may want to access some external agencies which may provide advice or support to the student and Academy. An EHA (Early Help Assessment) form is completed in discussion with parents/carers. Specific agencies are then named on the EHA for the parents/carers to approve and sign.

Some of the agencies include:

- CAMHS and MHST
- Speech and Language Team
- PIMS Team
- Family Intervention Service
- Educational Psychology Service
- Parent Family Support Worker
- Social Services

Complaints about SEND provision

If you have a complaint about SEND provision in the college, please make initial contact with the SENDCo to discuss your concerns. Further information can be found in our Complaints and Concerns Procedure which can be found on our website.

The local authority 'Local Offer'

Our local authority's local offer is published here: <https://beta.somerset.gov.uk/education-and-families/the-local-offer/>