

# SEND Information Report

Ansford Academy January 2025



## **Ansford Academy SEND Team:**

SENDCO: Associate Assistant Headteacher: Mrs Rebecca Wood  
[rebecca.wood@ansford.net](mailto:rebecca.wood@ansford.net)

Deputy SENDCO@ Jade Radford-James

SEND Teachers: Jane Rossiter & Debbie Pattenden

### *Teaching Assistants*

Rachel Rowlands

Chelsea Molcher

Sam Whitfield

Gemma Holloway

Paula Claydon

Debbie Harris

Sarah Femandel

## 1.1 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.
- 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

## 1.2 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.
- Use of the Somerset Graduated Response Tool (SGRT) [Somerset Graduated Response Tool](#)

by class teachers and the SENDCo to ensure strategies at Universal provision are put in place prior to a SEND referral.

- 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 Mrs Rebecca Wood who can be contacted via email (see above)

## 1.3 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 in to 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.

#### **1.4 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, using the SGRT as a guide. 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.

#### **1.5 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.

#### **1.6 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. Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. Teachers are responsible and accountable for the progress and development of all the students in their class. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

## **1.7 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.

## **1.8 Additional support for learning**

We have 10 teaching assistants who are trained to deliver interventions such as:

- Maths Interventions to enhance numeracy skills
- English interventions, focusing on literacy skills
- Social-communication support groups
- Nurture groups
- Key workers to provide pastoral and emotional support
- Homework support groups
- 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

## **1.9 Expertise and training of staff**

Mrs Rebecca Wood is new in the role, starting in September 2023 but has worked at Ansford since 2017. She completed the National Award for Special Educational Needs Co-ordinators (NASENCO) in July 2023.

We have a team of 10 Teaching Assistants, and a SEND Teacher 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
- Using technology to support students in the classroom

## **1.10 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.

## **1.11 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

### **1.12 Enabling students with SEND to engage in activities available to those in the college 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.

### **1.13 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.

### **1.14 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

### **1.15 Complaints about SEND provision**

If you have a complaint about SEND provision in the college, please make contact with the SENDCo/Head of Year/Headteacher.

Further information can be found in our complaints procedure policy on our website.

### **1.16 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/>