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Engage Academy

SEND Information Report

**Academic year
2024/2025**



Nurturing inclusive learning communities



1	Summary	SEND Information Report			
2	Responsible person	Madeleine Heaton			
3	Accountable ELT member	Vicky Woodrow			
4	Applies to	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
5	Trustees and/or individuals who have overseen development of this policy	SENDCO's across EAT			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	n/a			
8	Ratifying committee(s) and date of final approval	Kirklees APRC 14.11.2024			
9	Version number	1.3			
10	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust Website <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Academy Website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Staff Portal <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	
11	Related documents (if applicable)				
12	Disseminated to	<input type="checkbox"/> Trustees <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
13	Date of implementation (when shared)	November 2024			
14	Date of next formal review	October 2025			
15	Consulted with Recognised Trade Unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

Date	Version	Action	Summary of changes
21.9.23	1.7	Policy amendment	Addition of Sensory Passports to section 10. Additional interventions and assessments added to section 19.

15/10/2024	1.8	Policy amendment	Replacement of Boxall with EHCP Small Steps and Ready to Learn Scales and addition of how to find details for Local Authorities other than Kirklees.
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1. The kinds of SEN that are provided for

Engage Academy is an Alternative Provision specialising in supporting pupils with Social Emotional and Mental Health difficulties, however it is recognised that our pupils may also require support within other areas of need including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying pupils with SEND and assessing their needs

Each pupil's current skills and levels of attainment on entry will be baseline assessed, building on information from previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils 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, despite receiving differentiated learning opportunities;
- Widens the attainment gap.
- Is not meeting individual targets.

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

These assessments will enable staff to make appropriate referrals to outside agencies and review the effectiveness of the provision in place.

See pages 9 and 10 for a comprehensive list of the assessments used.

3. Consulting and involving pupils and parents / carers

Staff will have an early discussion with the pupil and their parents / carers when identifying and implementing appropriate provision / support for the pupil within the setting. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need;
- The parents' / carers' views / concerns are considered;
- Everyone understands the agreed outcomes identified for the child;
- Everyone is clear on what the next steps are and their role in ensuring they are achieved.

Records of these early discussions will be added to the pupil's record.

4. Assessing and reviewing pupils' progress towards outcomes

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

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment and behaviour records;
- The individual's development in comparison to their peers and national data;
- Assessment from previous teachers and other professionals, where relevant
- The views and experience of parents / carers;
- The pupil's own views;
- Advice from external support services, if relevant.

All assessments will be regularly reviewed.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed.

See pages 9 and 10 for a comprehensive list of the assessments, interventions and agencies used.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the pupil's next educational setting through a detailed transition plan and agree with parents/carers and pupils which information will be shared.

6. Our approach to teaching pupils with SEND

Engage Academy is committed to the promotion of support and improvement of children's needs. Everyone will be offered a broad and balanced curriculum in an inclusive setting appropriate to their academic and SEND needs. Further information regarding our curriculum offer can be found on our school website.

Teachers are responsible and accountable for the progress and development of all the pupils they teach. Quality First Teaching is our first step in responding to pupils who have SEND.

See pages 9 and 10 for a comprehensive list of the assessments, interventions and agencies used.

7. Adaptations to the curriculum and learning environment

The following adaptations are made to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson;
- Adapting resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- The curriculum at Engage Academy is broad, balanced and based on the six principles of nurture, addressing the needs of the pupils. Pupils engage in subjects including, English, Maths, Science, PSHE, RSE, PE, Forest Schools, Nurture and personal development sessions, Music, Geography, History, RE, Computing, D&T, Cookery and Art. Together with key worker and personalised sessions delivered on a one-to-one basis according to individual pupil need, the curriculum offers all pupils a tailored approach to learning;
- British Values and SMSC are threaded throughout the curriculum, through breakfast assemblies, core subjects and personal development sessions.
- Breakfast assemblies regularly require pupils to reflect on their perspectives and beliefs and to consider those of others, through stimulating presentations regarding, for example, ethnicity, bullying, disability and perspective.

8. Additional support for learning

Our staff are experienced and skilled at delivering a variety of specialist interventions. Staff support pupils either on a 1:1 basis or in small groups, as appropriate.

9. Expertise and training of staff

Our staff are highly specialised across differing areas of need and are all involved in regular continued professional development (CPD), which includes training from outside specialists as well as sharing good practice and training across Ethos Academy Trust. Where appropriate, staff have access to accredited courses and qualifications to support their development as highly skilled practitioners.

10. Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their personal targets each term and progress towards their EHCP Small Steps targets;
- Reviewing the impact of interventions at regular intervals;
- Using / analysing pupil questionnaire outcomes;
- Monitoring by the SENDCO;

- Using “Provision Map” to measure progress with Small Steps Plans and Support to Self Regulate Plans.
- Reviewing Support to Self Regulate Plans;
- Reviewing sensory passports where appropriate;
- Holding annual reviews for pupils with EHC plans.

11. Support for improving emotional and social development

Throughout a pupil's time at Engage Academy, parents / carers will receive regular contact from key staff to provide updates on academic, SEMH and wellbeing progress. This will usually be done by phone but will also include meetings in school or at home. Progress will be tracked through the use of teacher assessments and EHCP Small Steps Plans. Parents/carers are encouraged to contact the SENDCO or their child's key staff team at any time should they wish to discuss any aspect of their child's development or have any concerns.

All pupils are also encouraged to be part of the school council.

We have a zero-tolerance approach to bullying, as outlined in the Engage Academy Anti-bullying policy.

12. Working with other agencies

Engage Academy recognises that it is essential to establish positive and effective working relationships with other agencies to ensure the best outcomes for all pupils.

Partnerships with agencies providing support for pupils with SEND include:

- Education Psychologist Service;
- Early Years Psychology & specialist Outreach Service;
- LA Duty and Advice; Autism Spectrum Condition service;
- ADHD Foundation
- Communication and Interaction Team
- Child and Adolescent Mental Health Services (CAMHS);
- Children's Emotional Wellbeing Service (CHEWS);
- Early Help Access Team;
- Multi - Systemic Therapy;
- Kirklees Independent Advice Service (KIAS)
- SENDACT
- Locala – school nurses & health visitors;
- Speech & language therapists;
- Occupational therapists/ Physiotherapists;
- GPs / consultants;
- Community Paediatricians/hospital consultants/dieticians
- Police;
- Family support workers.
- Neurodevelopmental pathway referrals
- Kirklees Learning Partners

Engage Academy works in partnership with all agencies listed on the [Kirklees Local Offer website](#)

13. Complaints about SEND provision

Complaints about SEND provision should be made to the SENDCO in the first instance. Engage Academy's complaints policy / procedure will then be followed.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that a school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

14. Contact details of support services for parents of Kirklees pupils with SEND

SENDACT – 01484 456888

PCAN – <http://www.pcankirklees.org>

KIAS - <http://www.kias.org.uk/> 0300 330 1504

[Details of other Local Authority support services can be found on their websites](#)

15. Contact details for raising concerns

Engage Academy – 01924 476449 SENDCO- Madeleine Heaton (until December 2024) Katie Lightowler (from December 2024)

16. The Local Authority Offer

Our Kirklees Local Authority's local offer is published here:

<https://www.kirkleeslocaloffer.org.uk>

Details of the local offer for other Local Authorities can be found on their websites.

17. Monitoring arrangements

This policy and information report will be reviewed by the Board of Trustees every year. It will also be updated if any changes to the information are made during the year.

18. Links with other policies and documents

This policy links to other Engage Academy policies including:

- Accessibility plan;
- Anti-bullying;
- Relational;
- Equality information and objectives;
- Admissions;
- Safeguarding;
- Quality of Education;
- Supporting pupils with medical conditions

Engage Academy's Graduated Approach

Area of SEN	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
Quality First Teaching (QFT) strategies consistently embedded	A positive and stimulating learning environment to support the learning and cognitive development of all children; including specific consideration for their additional learning and developmental needs.	A communication friendly environment to develop positive communication and interaction skills for all children, including specific consideration for those with communication and interaction needs.	A whole school approach to promoting emotional health and wellbeing for all children, including specific consideration for their SEMH needs.	A whole school awareness that children have different sensory preferences and learning styles.
Assessment tools	Teacher baseline assessments Reading age tests English (including Phonics) baseline assessments Maths baseline assessments.	Oracy assessments	Ready to Learn Scales	Dyspraxia screener Handwriting practice Sensory Audit
Interventions	Phonics Catch up English Numicon Maths RWI Get Writing Sessions based on Threaplay principles	Access to universal sensory classroom resources Lego Therapy Cognitive and metacognitive strategies Therapeutic story writing Talkabout for Children	Nurture approach ADHD screener (Qbcheck) Forest School Draw and Talk Circle of Friends Emotion Coaching scripts Social stories Increasing resilience Support to self-regulate plans Zones of Regulation Mindfulness Wellbeing toolkit Therapeutic story writing Personal development Restorative Justice ADHD strategies Trauma approach Youth mental first aid Cognitive behavioural therapy	Sensory resources Specific Sensory and/or Physical recommendations from relevant professionals

<p>Agency Referrals</p>	<p>Educational Psychologist Kirklees Cognition and Learning (or equivalent for non Kirkless pupils) Specialist Outreach</p>	<p>Educational Psychologist Complex Communication and Interaction Team Speech and Language Team Neurodevelopment Pathway ICAN Inclusive Development Programme – SLCN and ASD</p>	<p>Educational Psychologist Neurodevelopment Pathway – ADHD Foundation CAMHS CHEWS Early Help Service Time to Change Early Years SEN Social Care Risk and vulnerabilities referral Kooth.com Forensic CAMHS ESCAYP</p>	<p>Educational Psychologist Occupational Therapist Visual Impairment Team Hearing Impairment Team Locala</p>
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