

The Taunton Academy

Special Education Needs Report 2018

The Taunton Academy is an 11-16 inclusive school serving the area of Taunton, Somerset. At the Taunton Academy, all students are valued equally, regardless of where their abilities lie, with the school being committed to developing the best in everyone. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, the Taunton Academy is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- *Be treated as individuals where their individual needs, interests and aptitudes are recognised*
- *Be entitled to have an emerging or evident special educational need identified and assessed*
- *Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.*
- *Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school.*
- *Be encouraged to achieve their full potential, whatever their abilities*
- *Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.*
- *Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.*
- *Be encouraged to see education as a life-long process to the benefit of all aspects of their life.*

This SEND Information Report outlines information regarding the ways in which we will provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

R. Russell 2018 September

Taunton Academy is an improving school with 702 pupils on roll. Of these 3 have an EHCP and 16 are in receipt of HNF, and 41% are Pupil Premium).

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Autistic Spectrum Disorder-children are likely to have particular difficulties with social interaction, language, communication and imagination.

Speech, Language and Communication Needs- children may have difficulty communicating with others because they find it hard to say what they want, understand what is being said to them or understand the social rules of communication.

2. Cognition and learning – some children may have difficulty learning and may learn at a slower pace than their peers even with differentiated work (MLD). Some children may have Specific Learning Difficulties (SpLD) for example dyslexia, dyscalculia and dyspraxia

3. Social, Emotional and Mental Health- some children may display challenging, disruptive or disturbing behaviour which may reflect an underlying mental health difficulty such as anxiety or depression, substance misuse, self-harming or eating disorders. Other children may have other disorders such as attention deficit, hyperactivity or attachment.

4. Sensory and/or physical needs – some children with vision impairment (VI) or hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support or equipment to access their learning.

The SEN department budget includes expenditure on:

- TES Edu Key Provision Mapper Software
- Stationery including exercise books; box files; consumables
- Phonics International Programme
- Specialist IT equipment and software
- Literacy & Numeracy Resource Box
- TA Training Folders
- Assessments and assessment materials
- Teaching Resources; Secondary Talk, Dyslexia Assessment & Teaching to learners with dyslexia; Study Skills resources
- Professional subscriptions NASEN & Optimus Education SEN Leader magazine

SEND funding is used towards the salaries of the following staff:

Robert Russell : Deputy Headteacher Inclusion	Teaching Assistants
Karen Melish: SENDCo	1:1 Support Teaching
Sharon Colwell : Literacy Support Lead Teacher	Admin Support
5 Year Leaders	

[Link to the Somerset Local Offer](https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/)

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The Taunton Academy Local Offer 2018 / 2019

The boxes below contain the statutory information along with frequently asked question and answers:

The kinds of Special Educational Needs for which provision is made at the school
<p><i>What kinds of SEND do pupils have in your school?</i></p>
<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at the Taunton Academy have a wide range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>

Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs
<p><i>How do you know if a pupil needs extra help?</i></p>
<p>When your child first joins the Taunton Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT4 tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Faculty and Year Leaders closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at the Taunton Academy will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies,</p>

parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.

We follow a staged and graduated approach to identifying and assessing needs, using the '**Assess, Plan, Do, Review**' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.

All students with SEND are on the SEND Code of Practice list which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.

The Taunton Academy welcomes parents/carers comments and suggestions. Parents/carers can make an appointment to speak to any member of staff including the SENDCO throughout the year for any reason. If parents/carers have concerns about staff supporting their young person with special educational needs they should talk in the first instance to the Deputy Headteacher Inclusion or to the Headteacher.

How the school evaluates the effectiveness of its provision for such pupils

How will I know that my child is making progress?

All students, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers formally assess and review progress and attainment 5 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have a termly review. Sometimes a student's needs change or they have made such progress they do not need to be on the COP.

How do you evaluate provision?

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

How do you check and review the progress of my child and how will I be involved?

Students' exercise books are marked regularly and detailed, constructive feedback is given to students. Parents/carers are encouraged to look at these exercise books with their children.

The Taunton Academy keeps parents informed through progress reviews, and reports which will show your child's current and target levels as well as reporting on their effort, behaviour and homework. Heads of Faculty, Year Leaders and Inclusion staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made.

We give reports to the governors who check and review the work of all departments, including Inclusion.

We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register).

The school provides information for parents through newsletters and information on the website; Open/Information days; Parents' Evenings and letters home.

We also offer information meetings about various aspects of the curriculum at different points of the academic year (advertised through the school calendar and parent mail) to help families understand how they can best support their young person. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. The first point of contact if parents/carers have concerns about a student's progress is their form tutor or subject teacher.

The school's approach to teaching pupils with special educational needs

How do teachers help pupils with SEND?

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

How the school adapts the curriculum and learning environment for pupils with special educational needs

How will the curriculum be matched to my child's needs?

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; literacy; study plus; success maker groups; art therapy, intervention groups and number of qualifications studied. We make use of external provision such as Forest School and animal Therapy.

The Taunton Academy provides a broad and balanced curriculum. Classroom teaching includes differentiation, active learning and effective feedback.

Young people with special educational needs are given help with the curriculum through specialist provision arranged by the school according to the needs of the individual. We consult with parents/carers.

Every effort is made to educate and support young people with special educational needs alongside their peers in a mainstream classroom.

Advice and guidance is available to teachers to help them plan for a wide range of SEND and the SEND department provides additional support to help them meet needs. The school also accesses support from specialist staff such as the Hearing and Vision Advisory Support Team, Educational Psychologists and Speech and Language Therapy Services. Parental/carers permission is requested and parents/carers are fully involved in the process

How accessible is the school environment?

Our school is a fully accessible site offering a safe learning environment and we do all we can to continually improve the accessibility. We do our best to make it welcoming to the whole community. The Taunton Academy has an Accessibility Plan that we monitor, review and then report upon every year. The school honours the requirements set out in Statements of SEND or in Education Health and Care Plans for each young person. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed by the Equality and Human Rights Commission.

The Taunton Academy has a range of specialist SEND facilities in place.

- Increased access to the curriculum
- Physical environments (acoustic tiling) for students with auditory impairments.
- Lifts to all floors
- Assistance during examinations
- Disabled changing and toilet facilities
- A fully accessible site

An Accessibility Plan is in place and available from our school website.

Additional support for learning that is available to pupils with special educational needs
<i>Is there additional support available to help pupils with SEND with their learning?</i>
We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. The Inclusion team consists of the Deputy Headteacher who leads on Inclusion, an experienced SENCO, Interventions Leader (English and Maths), Student Support Leader focusing on Pupil Premium, Learning TAs and intervention TAs and ELSA trained support staff along with a member of staff responsible for medical issues and non-teaching year leaders for each year group.
<i>How are the school's resources allocated and matched to children's special educational needs?</i>
Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.
<i>How do you decide about how much/what support my child will receive?</i>
Students with Statements/EHCP's will have targets and strategies set by the Head of Department and teachers. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact. The best support is for the student to receive high quality classroom teaching. This can be supported by some classroom support or short targeted interventions. We avoid long term removal from classes where possible.

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

What social, before and after school, and other activities are available for pupils with SEND?

A large range of academic and hobby/interest clubs are available. They are open to all students, including students with SEND. Details of these clubs are available on the school website.

Additionally we run a wide range of activities to support SEND students including, Homework Club, Lunch and Break Time Social Club in the FLC. We also run coursework/revision sessions for older students as and when required

How can my child and I find out about these activities?

The Extra-Curricular timetable is available on the school's website. This is updated in the first few weeks of a new term.

How will my child be included in activities outside the classroom, including school trips?

The Taunton Academy aims to provide the best opportunities for students with SEND to participate in and enjoy activities outside the classroom and on school trips. We are a fully inclusive school. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

For example:

- We liaise closely with parents/carers in advance of the event to make sure we have addressed any concerns
- Teachers, Teaching Assistants and support staff are aware of students' needs and receive additional training so they can support students with SEND both in and outside of the classroom
- We promote and encourage the inclusion of all our young people with SEND in all our external activities, clubs and sports.

The school consults with parents/carers and health professional to make access arrangements for students with SEND so all can participate in school visits and outside learning. All staff organising visits are trained and risk assessments are completed. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are discussed and planned (using risk assessments) in consultation with parents/carers. It may be necessary to have detailed discussions to ensure the health and safety of your child on certain trips and we would seek to work closely with parents to do all we can to allow all children to be included in school activities.

Support that is available for improving the emotional, mental and social development of pupils with special educational needs

What support will there be for my child's overall well-being?

At the Taunton Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. Each Year group is led by a non-teaching Year Leader who supports both academic and pastoral needs and their work is overseen by a very experienced Deputy Headteacher.

There are additional members of staff who are able to provide pastoral support, these include: ELSA trained staff, Teaching Assistants and a Designated Senior Leader responsible for safeguarding and child protection. In addition we also have excellent relationships with a number of external agencies, for example: CAMHS, Shadows, Social Care teams, Get Set and many more

In relation to mainstream schools, the name and contact details of the SEN co-ordinator

Who should I contact if I want to find out more about how Taunton Academy supports pupils with SEND?

The SENDCo is Mrs Karen Mellish

Contact details: Email kmellish@thetauntonacademy.com

The Deputy Headteacher Inclusion is Mr Rob Russell.

Contact details: Email rrussell@thetauntonacademy.com

The Deputy Headteacher Safeguarding is Mr Rob Berry.

Contact details: Email rberry@thetauntonacademy.com

What should I do if I think my child may have a special educational need or disability?

Speak with your son or daughter's Tutor in the first instance who will then refer you to the correct member of staff to assist you and your child.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

What training have the staff supporting children and young people with SEND had or are having?

All teaching staff have qualified teacher status.

At the Taunton Academy we aim to keep all staff up to date with relevant and appropriate training in relation to the needs of young people with SEND. The Governors report each year to parents/carers on the policy for young people with special educational needs and disability.

All teachers are issued with the SEN Code of Practice list and also strategies that they might find useful. Additional information is available about those students with SEND. Staff have access to electronic resources giving more information about particular SEND. The SENCO is experienced and is a qualified teacher.

The Deputy Headteacher for Inclusion talks to the Continuing Professional Development Co-ordinator and recommends or arranges appropriate SEND training for staff where required.

We have a Learning Support department which is made up of the: Deputy Headteacher for Inclusion, SENDCO, Intervention Leaders (Literacy and Numeracy), Student Support Leader, Inclusion and Behaviour Teaching Assistants, and 4 teaching assistants. Within this team we have staff who have a range of experience and training covering various SEN needs:

Training is provided to all staff, including teachers and TAs, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.

As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

What happens if my child needs specialist equipment or other facilities?

As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Karen Mellish or discuss the issue at the next review/parents evening.

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How will I be involved in discussions about and planning for my child's education?

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing planner
- Attending parents meetings
- Attending any meetings specifically arranged for your child

How will you help me to support my child's learning?

We will support you by having regular communication and a named key person for your child who will contact you on a regular basis. Learning Plans will be shared with you.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

How will my child be involved in his/her own learning and decisions made about his/her education?

Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'Have Your Say' style documents prior to reviews. Students have a tutor who meets them on a regular basis to allow for continued dialogue between the student and the teachers.

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Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

<i>Who can I contact if I have a complaint?</i>
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In the first instance contact the subject teacher or your child’s tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact the SENDCo Karen Mellish or one of our three Deputy Headteachers. The academy’s complaints procedure is available on the website.
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How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
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<i>What specialist services and expertise are available at or accessed by the school?</i>
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As an Academy we can access a range of services including: Child and Adolescent Mental Health County Psychological Service Behaviour Support Service Ethnic Minority & Traveller Achievement Service Hearing and Vision Specialist Service Social Care Teams Physical and Medical Needs Service Equality and Diversity Speech and Language Service Locality Teams SEN Specialist Services School Nursing Service Occupational Therapy Service These services are contacted when necessary and appropriate, according to your child’s needs. The school works closely with Somerset LA and uses the CAF process when appropriate to do so. We follow a graduated approach as outlined in the SEND Code of Practice, seeking advice from these outside agencies when earlier school support has been reviewed and further support and advice are required. If you believe your child needs support from a specialist please contact Karen Mellish SENDCo, Year Leader or discuss at the next review/parents evening.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Who should I contact to find out about support for parents and families of children with SEND?

The Somerset County Website contains a wealth of information about Family Support groups here is the link:
<http://www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen/>

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?

We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. All students visit for transition days and for those with SEND we offer 'enhanced' transition programmes. Year 6 Students in the local area who apply to join the Taunton Academy who have Statements or EHC Plans will have a Transition Meeting to which the SENDCO is invited.

Students in the local area who apply to join the school in Year 7 are visited by the Year Leader and the Intervention Leader. Students who apply to join the school mid-year meet the relevant Year Leader prior to admission and it is the Year Leader who arranges their induction.

Before key transition points such as Post 16 a meeting may be arranged with the representative of the Careers Service at the Taunton Academy to talk to students about their plans for their future and to give students the support, encouragement and information they need about routes into further and higher education, training, vocational training and employment. As The Richard Huish College is linked with the Taunton Academy we have strong transition routes to this prestigious college post 16.

Ongoing evaluation ensures students with a need for support are shortlisted for a careers and post 16 guidance meetings. One to one support is offered by an experienced and fully qualified careers adviser on a confidential and independent basis with a strong focus on the young person's abilities, interests and preferences.

Further to this, the school also offers an extensive programme of career lessons and activities to support students in their transition. classroom discussion and exploration, support on CV writing and employer contact, etc.

Where appropriate, with the young person's permission, information about any further support needs is passed on to the next educational provider/school/college.

Glossary of Terms

Acronym	Stands for...	Means...
CAMHS	Child and Adolescent Mental Health Service	Medical professionals who work with schools and families to identify and work with children with a mental health issue
COP	Code of Practice	The legal document which outlines how students with SEN from 0-25 should be supported in their journey through school
CYP	Child or Young Person	Used in the COP to mean a child or student
EHC Plan	Education Health Care Plan	This will gradually replace existing statements. All future assessments will result in EHC plans
EP	Educational Psychologist	A professional who helps parents and teachers to understand and manage the learning and / or behavior of a child.
OT	Occupational Therapist	A medical professional who helps parents and teachers to understand and meet the physical needs of a child.
PPS	Parent Partnership Service	A group that helps parents with children who may have SEN
PSP	Pastoral Support Plan	A plan written together with parents and the child to support the child's learning at school
SALT	Speech and Language Therapy Service	A team of professionals who assess and support young people with speech and / or language difficulties
SENCO	Special Educational Needs Coordinator	A person (qualified teacher) who manages both the overview and the day to day running of special educational needs within a school.

SEND	Special Educational Needs and Disabilities	Students who have a need which requires support which is additional to or different from the rest of their peer group.
TA	Teaching Assistant	Adults who work with teachers and students to support the learning process for children with a SEN.