

## SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT ACADEMIC YEAR 2015/16

### Key staff

- SENCo – Rachel Duddridge and Helen Tordoff
- SEN Governor – Pam Gale

### Policies

Information, FAQs and the SEN policy can all be located on the school website. The information is reviewed annually and amended as necessary.

### SEN Data

#### *Number of students as identified on the SEN register (September 2015)*

Year	Statement/EHCP	Additional Needs	Total
7	4	10	14
8	0	15	15
9	2	14	16
10	2	15	17
11	5	15	20
<b>Total</b>	<b>13</b>	<b>69</b>	<b>82</b>
<b>Percentage of school roll</b>	<b>1.8%</b>	<b>9.8%</b>	<b>11.6%</b>

#### *Number of students as identified on the SEN register including sixth form (September 2015)*

Year	Statement/EHCP	Additional Needs	Total
7	4	10	14
8	0	15	15
9	2	14	16
10	2	15	17
11	5	15	20
12	0	5	5
13	0	6	6
<b>Total</b>	<b>13</b>	<b>80</b>	<b>93</b>
<b>Percentage of students on roll</b>	<b>1.6%</b>	<b>10.2%</b>	<b>11.8%</b>

### **Progress of pupils with SEN 2015-2016**

The Academy reviews the provisions in place for each SEN student and makes available further intervention where it is deemed to be necessary. At GCSE the three year trend for SEN students is as follows:

#### *Students with a Statement/EHCP*

Year	No of students	5A-C	5A-C inc En/Ma	3 levels of progress in English	3 levels of progress in Maths	Progress 8
2014	3	0	0	100	66.7	n/a
2015	3	0	0	66.7	0.0	-0.43
2016	5	1	0	100%	20%	+0.51

### SEN support students

Year	No of students	5A-C	5A-C inc En/Ma	3 levels of progress in English	3 levels of progress in Maths	Progress 8
2014	44	0	0	72.7	34.1	n/a
2015	48	35.4	12.5	62.5	37.5	-0.14
2016	16	0	0	75%	18.8	+0.15

### Sixth Form and SEN student Progress

A number of SEN student decide to continue their education in to the sixth form at Airedale Academy. The results from last year show that students in the sixth form performed almost as well as compared to students without an SEN need.

### Sixth form results including SEN performance.

Results Summary	On Target	Achieving
Cohort (34)	79.41%	97.00%
Male (12)	83.33%	92.00%
Female (22)	77.27%	100.00%
PP (13)	84.62%	92.30%
Non-PP (21)	76.19%	100.00%
SEN (6)	100.00%	83.33%
Non SEN (28)	75.00%	100.00%

### Intervention

Intervention offered this year has included:

- In class support
- Special revision sessions targeting key students
- Small group teaching by HLTAs
- Literacy intervention
- Numeracy intervention
- Social skills intervention
- Dyslexia intervention
- EAL intervention
- Behaviour team advice
- Learning mentor
- Student mentor
- Handwriting intervention
- UCAN centre

The intervention on offer is reviewed in light of assessment data that is gathered from regular classroom assessments, parent or staff opinions/observations and diagnostic testing. Where necessary the academy contact outside agencies to further support the needs of our learners.

Annual reviews are held for students with a statement or EHCP. These meetings involve members of staff from the school directly supporting the student, parents, the student and any outside agency that is currently involved in supporting the interventions in place.

### Attendance and Behaviour

Attendance is monitored by the attendance team and the EWO on a weekly basis. Support and advice is put in to place to ensure SEN students are in school. In 2015-2016 the attendance of SEN students with a statement was 86.8% and with additional needs 89.4%.

Students with SEND that have difficulties with their emotions and behaviours are given additional support from behaviour mentors, progress leaders and outside agencies such as CAHMs, the behaviour team or an Educational Psychologist.

### **Budget Allocation**

The SEN budget provides the school with two Higher Teaching and Learning Assistants to deliver small group or one to one interventions. Eight ESAs to both support in the classroom and carry out small intervention groups, training of staff and the purchasing of services provided by outside agencies.

### **Deployment of staff**

Many staff contribute to the whole care of SEN students within the school. Students may access a student mentor or behaviour mentor, the EWO, attendance mentors, careers advisor and a parent-school liaison officer all of whom support SEN students and their families as necessary.

### **External Agencies**

The Academy seeks the support of outside agencies in order to get the best interventions in place for our students. Outside Agencies that currently offer advice and support include:

- Educational Psychologist
- Learning Support advisory teacher
- Visually Impaired Team
- Hearing Impaired Team
- School Nursing Team
- Communications and Interaction team
- Behaviour and Exclusion Support Team.

### **Liaison**

When students are joining our Academy or leaving to go on to college, the school liaises with the feeder schools and the post-16 settings in order to ensure a smooth transfer between provisions. Information is transferred from the current setting to the new setting and additional visits for parents and students are built in to the transition phase for students with additional needs or concerns.

### **Professional Development**

Staff in school have to complete training on safeguarding children in school. In addition to this a large proportion of the staff have received a training session on Autism and ADHD. ESAs have had training about best practise in lessons and information on Downs syndrome. The HLTAs have had advice and training given through the Learning Support service and CIAT.

### **Disability Development**

#### ***Students with disability and medical need within school.***

The school site has been adapted to allow access to most areas for students with a physical disability. Teaching rooms are always swapped to allow students with a physical disability to access the classroom. The school has care plans in place for all students with a key medical issues and these are reviewed with the school nurse when changes are required.

### **Inclusion**

Airedale Academy strive to ensure that all students have access to the activities available both in school and when going on trips out of school. Extra staffing and risk assessments are put in place for vulnerable students.

### **Parent/Carer involvement in provision**

Parents and carers are actively encouraged to attend and contribute to Annual Review meetings as well as Parents' evenings, support plan reviews, CAF and outside agency meetings. Drop in sessions with the Learning support Service, CIAT, SENCo and an Educational Psychologist are also offered at least twice a year for parents to raise any concerns they may wish to discuss about their child.

### **Complaints from parents of children with SEN**

Parents are encouraged to contact the Academy in order to resolve any concerns quickly and effectively. In the rare case that we cannot resolve the issue, any complaints must be directed to the Principal, Trust or the Local Authority. You can also seek help from the SENDIASS (Special Educational Needs Disability Information Advice Support Service). SENDIASS can be contacted on 01924 379015.