



EMERSON PARK ACADEMY

Special Educational Needs and Disabilities (SEND)

SEND Information Report 2016-17

At Emerson Park Academy we aim to ensure that every child is given maximum opportunities to fulfil their potential, both in the classroom and with regard to extra-curricular activities. We promote an inclusive ethos in which all students are supported to reach their academic target grades, to build positive relationships with their peers and staff, and to contribute fully to the wider school community. Our policies place an emphasis on equality of opportunity and a commitment to achievement for all.

1.	How does the Academy know if children need additional support?	<ul style="list-style-type: none">• On transition into Year 7, we collect relevant information on all our students and analyse the data available to us, in particular the students' Key Stage 2 results and their progress over time.• Students who were placed on the SEND list at their primary schools are usually transferred onto our list unless their rate of progress and levels of attainment indicate that they no longer need additional provision.• Additional baselines tests are conducted at the start of Year 7. These include Cognitive Abilities Tests (CATs), which broadly indicate the students' academic potential, and subject based tests, particularly in English, Maths and Science.• Throughout Key Stages 3 and 4, students will have ongoing formal assessments and the progress of students is closely monitored by the SENCo and through the Academy's academic mentoring process.• There are regular opportunities for staff to liaise with the SENCo regarding the students' progress.• An ongoing system of lesson observations and work sampling ensure that any difficulties are identified at an early stage.• Discussions between staff and parents play a key role in the process of identifying any special or additional needs.• Reports from outside agencies, such as educational psychologists, speech and language therapists and health professionals, contribute to establishing the level of support needed.• After the assessment stage, we plan suitable provision for students, put interventions into place and review the provision on a regular basis.
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2.	How will my child be supported at school?	<p>All students who have special educational needs and/or disabilities are individuals. Therefore, the needs of students will vary, as will the level of support required for students to reach their potential. The interventions students may receive include the following:</p> <ul style="list-style-type: none"> • Support from qualified subject teachers in mainstream lessons • Differentiated tasks, including homework • Effective feedback in lessons • Access to a variety of learning styles and practical activities • Specific literacy and numeracy interventions delivered by qualified teachers with responsibilities in these areas of the curriculum • Support from teaching assistants and/or higher level teaching assistants in mainstream classes. Most of our support staff are based in faculties and receive subject specific training. • Meetings with the SENCo to monitor progress • Examination access arrangements are put into place for some students with SEND. • Daily homework clubs at lunchtime and before school • Interventions to support emotional and social development (a lunchtime club to promote the development of social skills, anger management intervention, counselling, peer mentoring, pastoral programmes) • One-to-one support for specific needs, particularly if a student has an Education Health and Care Plan • Appropriate care and strategies for support for students with medical needs are put into place and closely monitored by the SENCo. Day-to-day provision for students with Health Care Plans is managed by Mrs D. Eels (deels@emersonparkacademy.org)
3.	How will the curriculum be matched to my child's needs?	<p>All subject teachers are expected to differentiate tasks and approaches to learning according to the needs of the students, including those with special and/or additional needs, and all staff are expected to make reasonable adjustments for the students' needs in line with the SEND Code of Practice 2014. Some subjects at KS3 are taught in mixed ability classes; these include the Humanities and practical/creative subjects. Maths and English are taught in ability sets from Year 7 onwards.</p>

		<p>At KS4 a wide range of options is available for all students in addition to the core subjects. All courses studied at KS4 are mostly GCSEs but other accredited courses are also offered. Offsite alternative provision may be considered for a student if deemed appropriate for his/her level of need.</p> <p>If you require any subject-specific advice, you are also welcome to contact your child's subject tutors and the Heads of Faculty, in addition to staff in the Learning Support Team.</p>
4.	<p>How will information about my child's progress be communicated to me and what help is available for me to support my child's learning?</p>	<p>We aim to communicate information regarding the progress of students with SEND on a regular basis. Communication, support and advice for parents/carers are available through the following systems:</p> <ul style="list-style-type: none"> • Formal meetings every term, often with the SENCo • Additional meetings, telephone and/or email contact with the SENCo, Head of House or Form Tutor • Liaison with subject staff at Parents' Evenings or by prior appointment • Through the Academy's academic monitoring system (Go4Schools) • Through the student planners • On the Academy's website • On the Academy's Virtual Learning Environment (VLE) <p>We place importance on the views of parents, carers and students, and these are recorded on individual student plans.</p>
5.	<p>What support will be in place for my child's wellbeing?</p>	<p>Our students' wellbeing is a priority and we ensure that all students are given appropriate guidance through our pastoral systems. In addition to this, some students may need further support. This may include:</p> <ul style="list-style-type: none"> • An adult or peer mentor • Access to a social skills group • Access to counselling, either in school from a trained counsellor or at the Child and Family Consultation Service (CFCS)

		<ul style="list-style-type: none"> • Access to specialist medical advice, e.g. from the School Nurse or from a doctor or nurse linked to the Child and Adolescent Mental Health Service (CAMHS) • Support from members of staff who have received First Aid Training, including training linked to specific conditions/illnesses such as epilepsy, nut allergies and diabetes <p>We do not tolerate bullying of any kind, and anti-bullying and anti-cyberbullying policies can be found on the Academy's website. The SENCo has training as a Designated Safeguarding Lead and works in close partnership with the Academy's Child Protection Officer, Ms J. Marsh (jmarsh@emersonparkacademy.org).</p>
6.	Which other specialist services are available?	<p>We have established links with a wide range of specialist services. All external professionals have relevant qualifications in their field of expertise and have safeguarding training. We have links with the following agencies/professionals:</p> <ul style="list-style-type: none"> • ABC Counselling Service • Educational Psychologists • Specialist advisory teachers from the Havering Learning Support Service, including the areas of Speech, Language and Communication, and Visual Impairment • Child and Adolescent Mental Health Service (CAMHS) • Occupational Therapy Service • Prospects (careers/college advice) • Parents in Partnership (PIP) (www.havering.gov.uk/pips) <p>Where appropriate, the SENCo also liaises with health professionals from local services and hospitals in London in order to support the medical needs of our students.</p> <p>Further information relating to post – 16 education and training can be obtained from Ms C. Hampton (champton@emersonparkacademy.org).</p>

7.	How will my child be supported with regard to extra-curricular activities and school trips?	All students are encouraged to participate in extra-curricular activities and school visits. We ensure that consultation takes place with parents/carers and health professionals so that students are able to access out of hours activities and school trips. Risk assessments are completed for school trips and arrangements for any additional provision during activities or trips are made.
8.	What training and advice do staff receive to support students with SEND or additional needs?	<p>Newly qualified teachers and staff on teacher training programmes receive induction regarding SEND/additional needs. All staff receive further training through our professional development programmes both in school and through external providers.</p> <p>Further guidance is issued by the SENCo on general SEND matters and specific issues relating to individual students. The SENCo is always available to meet with staff if further advice or training is needed, and members of the Learning Support Faculty liaise with the SENCo on a daily basis.</p> <p>All members of the Learning Support Team have received training appropriate to the needs of the children they support, and Higher Level Teaching Assistants have additional curriculum training in specific subject areas. We also have specialist support staff assigned to students with medical conditions, Speech and Language and EAL.</p>
9.	How accessible is the school environment?	<p>We aim to promote the involvement of all our students in every aspect of the curriculum and within the wider school community, and to eliminate any barriers to participation. Parents/carers are consulted where there are additional needs with regard to matters of health, safety and access, and we aim to meet these needs as far as possible.</p> <p>We have a medical room and toilet facilities with wheelchair access, and a meeting room for liaison with the School Nurse. Special arrangements are made for students with injuries where possible, so that they can attend school. Markings on stairs are in line with guidance for students with a visual impairment.</p>

10.	What are the transition arrangements from primary school and on transfer to college?	<p>We have established transition programmes between Years 6 and 7, and between Years 11 and 12. Our Transitions Co-ordinator, pastoral staff and the SENCo liaise with primary schools and colleges, and there is an Induction Evening in June for parents and carers of Year 6 students followed by an Induction Day for the Year 6 students.</p> <p>Before entry to Year 7, staff from Emerson Park Academy visit the students at their primary school and meet with their teachers to gather important information about the students. In some cases, the SENCo attends a Person Centred Review; this type of meeting is held for students with special or additional needs who need specific arrangements immediately on entry to secondary school. In addition to this, extra visits can be arranged with the SENCo if further information needs to be discussed with the parent/carer and/or student prior to September, or if a student is anxious about the transition process.</p> <p>With regard to students who are transferring to college, the SENCo meets with a designated member of staff from the Learning Support teams at the colleges to pass on any necessary information that will benefit the students' progress and wellbeing.</p>
11.	How are the Academy's resources allocated and matched to children's special educational needs?	<p>The needs of students with SEND are evaluated and budgets are allocated appropriately to ensure that students receive the support they require. Additional funding is allocated for students who have Statements/Education, Health and Care Plans, although the level of funding again depends on the interventions required for individual students. Further information relating to the allocation of resources is outlined in the Academy's SEND Policy.</p>
12.	Who can I contact for further information?	<p>Parents and carers can contact their child's form tutor or Head of House, or they can arrange an appointment with the Academy's SENCo, Mrs J. Egleton, who oversees Learning Support. Alternatively, you can contact Mrs Egleton via email (jegleton@emersonparkacademy.org).</p> <p>Mrs V. O'Connor is our link director attached to the Learning Support Faculty (voconnor@emersonparkacademy.org).</p> <ul style="list-style-type: none"> • Further information relating to stages of intervention and provision, transition between key stages and school requests for a statutory assessment can be found in the Academy's SEND Policy. • The Academy's Equality Policy also contains information about our approach, responsibilities and duties in line with the Equality Act 2010 and the Equality and Human Rights Commission Guidance 2012.

13.	How do I make a complaint if I have concerns about the provision my child is receiving?	If you have any complaint about the special educational provision we make for your child, please speak to the Head Teacher or to a director. If you speak to a director s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If he has not resolved the matter to your satisfaction, it will be referred to the link SEND Director, Mrs V. O'Connor, who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.
14.	How can I find out more information about services provided by the Local Authority?	Further information regarding the Havering Local Offer can be accessed at www.havering.gov.uk/directory