



SEN&D

Information Report

Reviewed 1/9/2020
Next review date 1/9/2021

At Melior Community Academy we ensure that students are offered a broad and balanced curriculum along with the support and opportunities they deserve in order to be able to reach their full potential.

We strive to meet the needs of all students, regardless of their specific need or background, ensuring that they have access to a full and differentiated curriculum. We endeavour to ensure that students leave school as safe, responsible and confident young people with the skills needed to be successful young adults and along an appropriate path leading to further studies as they move on to Post-16 Education.


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<p>What kind of Special Educational Needs and Disabilities does Melior Community Academy deliver provision for?</p>	<p>The SEND Code of Practise 2014 defines a child as having a special educational need if they have ‘a significantly greater difficulty in learning than the majority of others at the same age’ or ‘has a disability which prevents or hinders a child from making use of facilities of a kind generally provided for others at the same age in a mainstream school’.</p> <p>The academy will identify students with special educational needs by close liaison with the feeder primary schools during the transition process or with individual schools if pupils enter the school out of the usual transition period. Information supplied by parents on the entrance forms, and in consultation, will also be considered.</p> <p>Pupils are generally thought of in the following four broad areas of need and support:</p> <ol style="list-style-type: none"> 1) Communication and interaction 2) Cognition and learning 3) Social, emotional and mental health 4) Sensory and/or physical needs <p>Melior Community Academy has students with needs identified in all of the areas listed above.</p>
<p>What is the context of the Academy?</p>	<p>Melior Community Academy draws directly from the local community with the majority of pupils living within walking distance. The vast majority of its intake comes from its four main feeder primary schools.</p> <p>In April 2019, the academy received an OFSTED Section 5 Inspection and was graded as ‘Good’ and outstanding for Leadership and Management. Since that time our primary focus has been on improving behaviour, developing leadership and securing success through improved quality first wave 1 teaching. Leadership at all levels is strong.</p> <p>The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in key areas.</p> <p>The academy is a smaller than average school. The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of pupils eligible for free school meals is above the national average.</p> <p>The demographics of the school population is given below:</p>

	<table border="1"> <tr> <td>FSM</td> <td>35%</td> </tr> <tr> <td>Pupil Premium</td> <td>51%</td> </tr> <tr> <td>SEN Support</td> <td>14%</td> </tr> <tr> <td>SEN EHC Plan</td> <td>2%</td> </tr> </table>	FSM	35%	Pupil Premium	51%	SEN Support	14%	SEN EHC Plan	2%
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<p>How does the academy identify and assess students' Special Educational Needs and Disabilities?</p>	<p>During Transition: The SENCO, SEN Coordinator, Learning Managers, Designated Safeguarding Lead and SLT member responsible for Transition will liaise with Primary schools from Year 5 onwards to ensure that students will be appropriately supported in terms of learning, and socially emotionally, upon entry to the academy.</p> <p>Opportunity is also given to parents discuss concern, provide relevant information and/or raise issues at the point of transition</p> <p>In order to help identify pupils with particular SEND needs the academy carries out Cognitive Ability Tests (CATs), NGRT Reading and Vernon Spelling Test shortly after admission for year 7 students.</p> <p>Within the school year/later years: Students entering later in the year or at different times of the year are tested using the NGRT or ART and Vernon during admission.</p> <p>Whilst students are taught within the Academy a range of assessment information is used to inform decisions on SEN. This could include some of the following:</p> <ul style="list-style-type: none"> - Student progress - Teacher Assessment - Internal Assessment - Medical advice and/or recommendations - Parental information - Transition information - Information from External Professionals - Specific information gathering proforma - Student voice <p>All teachers have up to date training with regard to teaching and learning which includes strategies for differentiation and specific learning difficulties.</p> <p>If a Parent/Carer has concerns about the progress, or emotional wellbeing, of their child they may contact the SEN Coordinator directly on 01724 868666 Extension: 2036, or if appropriate Form Tutor or one of the inclusion team discuss their concerns. All other staff are contactable through the main office or at nominated parent's evenings throughout the year.</p>								

<p>How do we consult with parents/carers about your child's needs?</p>	<p>The triangulation between parent, school and pupil is very important to ensure the best possible outcomes for pupils. Teachers communicate with parents via the school planner which can be used daily as appropriate. Other staff such as Learning Managers, SEN Coordinator and SENCO will use a variety of methods to contact you. This may be the school planner, School Coms, email, letter and or telephone.</p> <p>Parents/carers are welcome to contact the Academy through these methods and are able to make individual appointments through the school office.</p> <p>Parents' evenings are a good way of getting the views of all the teachers for the student. The SENCO is always available on any parent evening even if it is not the students nominated year group.</p> <p>Every student who has an Education Health Care Plan (EHCP) has an annual review.</p> <p>Outside agencies may contact you directly or arrange to meet you within school.</p>
<p>How much support will my child receive?</p>	<p>The frequency and intensity of support given to each student depends upon their individual needs.</p> <p>Quality First teaching is expected for all students across the academy. This is supported by input from the SENCO in terms of specialist resources and differentiation ideas/support. All members of staff are expected to have high aspirations for ALL pupils within the academy.</p> <p>The SEN Coordinator will ensure that Teaching Assistant support is appropriately distributed and the support is of a quality standard that enables pupils to engage with all aspects of the school curriculum. Teaching Assistants are deployed to support students with an EHCP or other students with Special Educational Needs as appropriate to support learning.</p> <p>Considerable thought, planning and preparation goes into utilising our Teaching Assistants to ensure that pupils achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.</p> <p>Parents/Carers, and sometimes external agency representatives, will be involved in decision making and will be invited into the academy to discuss the student's needs as necessary. The Learning Managers and Form Tutors may also liaise with parents on a variety of individual needs as the case arises.</p>
<p>How are students with special educational needs supported by the academy?</p>	<p>The names of students who have been identified with special educational needs are kept on a register. This is available and circulated to all teachers electronically, along</p>

	<p>with information relating to need, resources and practical tips for supporting the student.</p> <p>Depending upon the student’s individual needs and ability they will be assigned to appropriate interventions, this may be within lesson, withdrawal from lesson or extra sessions. Parents/Carers will be notified in a meeting or by letter/telephone of any intended interventions and any concerns that may arise because of this will be addressed.</p> <p>Underpinning ALL our provision within the academy is the graduated approach cycle of</p>  <p>The academy employs a number of Teaching Assistants to support students in lessons and via interventions. Members of the team have experience and skills in supporting literacy and/or numeracy, others can offer different types of interventions.</p>
<p>What interventions could my child receive?</p>	<p>Following identification and assessment the SEND Department offers appropriate interventions dependent upon need and availability. The EEF is used to determine appropriate resources. The resources used are review as appropriate, usually at the end of the year.</p> <p>This is a list of some appropriate interventions that could be used. This list is not exhaustive and not always available/appropriate:</p> <ul style="list-style-type: none"> • <u>Fresh Start Phonics</u> – A phonics catch up programme designed specifically for pupils who are not secondary ready and need to revisit phonics. This can be used whole class or in small groups. • <u>Accelerated Reader</u> – A programme which we operate both in class and on a withdrawal basis depending upon need. It is a very effective programme, tracking reading comprehension. It is best used with pupils who are 3 to 4 years below their chronological expectation and enhances reading comprehension age by 6 months to around 4 years. • <u>Attack</u> – Is an intensive spelling programme which we deliver to small groups of pupils whose spelling is below their chronological age. Generally we see pupils spelling age increasing between 3 months and 3 years. • <u>Dyslexia Intervention</u> – We use a variety of programmes to teach pupils to cope with their

	<p>dyslexia. The most popular one is Beat Dyslexia. While dyslexia can never be cured we see pupils becoming more confident in their literacy skills and their reading and spelling ability are often improved. Given the nature of the difficulty this is often by small degrees and tend to slip backwards without regular input.</p> <ul style="list-style-type: none"> • <u>Sound Training (Lexonic)</u>- Aims to raise the reading and spelling ability of pupils who are falling 1-2 years behind their chronological age in these skills. Pupils who trialled this intervention at the end of last year were seen to improve by between 6 months and 7 years 2 months in their reading. • <u>Dyscalculia</u> screening for identified students with related intervention; • <u>Targeted maths intervention</u> -identified students to receive an additional one hour per week small group numeracy support and intervention- students are grouped to meet individual needs. • <u>Toe by Toe</u> – a highly structured phonics programme. • <u>Typequick</u> – a keyboard skills programme for students with dyspraxia • <u>Passport Maths</u> - an individualised numeracy catch up program • Other spelling, handwriting and Memory programmes can be made available where necessary. <p>To diagnose students with specific learning difficulties such as dyslexia, dyscalculia or scotopic sensitivity, screeners will be carried out initially by the SEN Coordinator and discussions will then take place as to how best support the pupil moving forward.</p> <p>Older students are screened for exam access arrangements, typically during the Autumn Term at the start of Year 10 by an external assessor from within Delta Academies Trust. These assessments plus much evidence gathered about a normal way of working are used to determine eligibility which is formally applied for. Examples of access arrangements include: reader, scribe, enlarged script, word processor, extra time</p> <p>The SEN Coordinator keeps the records up to date, supports the SENCO, liaises with external agencies and contacts home where appropriate.</p> <p>The SEND Governor holds termly meetings with the SENCO to ensure that the SEND policy is adhered to.</p>
<p>How is the overall well-being of students managed within the academy?</p>	<p>Form Tutors are available as the first port of call for both students and parents either in person, via planner, email or phone call. It is their responsibility to track student attendance, monitor behaviour and offer guidance to pupils in the first instance. The Learning Managers are available to</p>

	<p>support this practice and offer further guidance as appropriate.</p> <p>Staff in the Reception/Student Services directly monitor students whose attendance is a concern. They will liaise with our internal Education Welfare Officer, Form Tutors, Learning Managers, and parents. If necessary, they may alert our Designated Safeguarding Lead.</p> <p>They will also manage the administration of medicines. Students who have a problem or who feel ill should report to the Reception/Student Services where they will be seen by a first aider if appropriate.</p> <p>There is a school nurse who visits the school regularly. She holds informal drop in sessions and makes individual appointments when necessary/appropriate.</p> <p>The pastoral system in the academy is well established. Staff work closely with students to support attendance and avoid any exclusion due to inappropriate behaviour. Appropriate interventions are put in place to support students where this is deemed needed and in consultation with parents.</p> <p>There is a reward system in the academy. Students have been allocated houses whereby they are rewarded for their achievements with house points and blue tokens for acts of good citizenship around the school. At the end of each term the house with the most coins will be rewarded.</p> <p>Student voice is important to the academy. Each form has representatives on the student council.</p>
<p>How will the academy inform me of my child's progress?</p>	<p>Students are issued with a progress report twice a year, at interim and end of academic year.</p> <p>In Key Stage 3 this will include effort and tests results with a comment on what has been studied. In Key Stage 4 this will include targets for the end of Year 11 an indication of how well students are progressing towards their targets.</p> <p>Progress is tracked by all teachers, and other key members of staff, to ensure they are making appropriate progress. Timely and effective intervention is put in place where appropriate so pupils make progress and diminish differences.</p>
<p>What expertise and training do staff have to support pupils with Special Education Needs?</p>	<p>The SENCO is new to role and is being supported by an experienced SENCO who is the Associate Vice Principal, designated teacher for LAC and the Designated Safeguarding Lead.</p> <p>The SENCO is also supported by the SEN Coordinator, who has 14 years' experience of working within the SEND</p>

	<p>Department, and from the Core Team Delta Academies Trust.</p> <p>Our team of staff have a wealth of experience and throughout their time in school they continue their professional development (CPD). Some examples of this and CPD include:</p> <ul style="list-style-type: none"> -Access to online learning modules in specific learning difficulties e.g. Autism, Dyslexia, ADHD, trauma -Access to accredited courses in specific learning difficulties -Specific medical needs training e.g. use of Epipen, Diabetes awareness -Team Teach positive behaviour management -Specific training on individual needs by external professionals <p>The academy can access other specialist services for professional support. These include agencies such as Educational Psychology, Integrated Physical and Sensory Service (IPASS) Autistic Spectrum Education Team (ASET), and specialists from the hearing and vision support teams. Other specialist services can be accessed by the academy as required including Social Services, Health, Ethnic Minority and Traveller Service (EMTAS), Child and Adult Mental Health Service (CAMHS) etc.</p>
<p>How accessible is the academy?</p>	<p>The building is fully wheelchair accessible. We have both a lift and a stair lift. There are disabled toilets and changing facilities. Several staff are trained in the use of evacuation chairs should there be a fire in school. Several specialist classrooms have height adjustable tables to accommodate wheelchair users.</p>
<p>Are children with special educational needs and/ or disabilities included in activities beyond the classroom?</p>	<p>Every endeavour is made to ensure that all children can participate in our activities regardless of individual needs where it is safe and proper to do so.</p> <p>Parents are required to complete consent forms for students to participate in offsite activities.</p> <p>The SENCO and parents will complete a risk assessment for any student for whom extra provision may be needed to facilitate participation.</p>
<p>How does the academy support students in their transition from primary school and to higher education/employment?</p>	<p>Members of the Senior Leadership Team, the SENCO, the SEN Coordinator and Learning Managers are all involved in visiting primary schools to attend review meetings, work with pupils and liaise with Year 6 teaching colleagues (or earlier if appropriate) to ensure accurate information is available to staff in the academy.</p> <p>There is an induction day for all students in Year 6 and additional visits are made available to any student for whom transition is more problematic.</p> <p>Parents of, and, children with special needs are encouraged to meet with the SENCO early in the transition process to</p>

	<p>tour the school and discuss pupil needs so that the most appropriate choices can be made.</p> <p>From Year 9 onwards students with an EHCP meet regularly with staff from the Careers Service and a Transition Plan is completed. Then, in year 11, all students meet with a careers advisor to help them select appropriate college courses, apprenticeships or move into employment as appropriate. The SENCO and other advisory staff may arrange additional visits to the college with students and may attend meetings with their staff to discuss individual needs.</p> <p>Students transferring in and out of the school at other times are supported by staff liaising with colleagues in other schools to transfer information. All pupils entering the academy are tested for their reading and spelling ability to help in placing them in suitable teaching groups.</p>
<p>How do we measure the effectiveness of our provision?</p>	<p>To enable us to measure the effectiveness of our provision we encourage feedback from students, parents and our external providers as well as Delta Core Team and External Scrutiny by Ofsted.</p>
<p>Who can parents contact for further information?</p>	<p>The North Lincolnshire Council Local Offer The SEND local offer in North Lincolnshire aims to provide parents/carers with the information needed about services, support activities and events for children and young people with Special Education Needs or Disabilities and their families. It can be found using the following link: http://www.northlincslocaloffer.com</p> <p>SENDIASS (Special Educational Needs & Disabilities Information and Advice Support Service) – formally Parent Partnership help@nlsendiass.org.uk</p> <p>National Autistic Society (NAS) www.autism.org.uk</p> <p>British Dyslexia Association (BDA) www.bdadyslexia.org.uk</p>