

SEND Report 2019 /2020

Role	Name of staff member
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SLT Link	Jill Heales
Nominated SEND Governor	David Mallen

Report aims:

- Set out how our school will support and make provision for students with Special Educational Needs and Disabilities (SEND) through our SEND policy, Teaching and Learning policy, Behaviour Policy, Accessibility Policy and in accordance with The SEND Code of Conduct 2015.
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

1. The kinds of Special Educational Needs and Disabilities (SEND) that are provided for at The Langley Academy.

- The Academy has a specialist Hearing Resource Base with staff who have received specialist training in supporting students with a Hearing Impairment.
- All members of staff are responsible for helping to meet students' Special Educational Needs and for helping the Academy to identify students who may need extra support.
- The school gives such support as can be reasonably provided by a mainstream school for a wide range of SEND, including Dyslexia, Autism, Attention Deficit Hyperactivity Disorder, hearing impairments, visual impairments, Dyspraxia, social & emotional difficulties, epilepsy, Speech and Language Disorder as well as more specific learning difficulties and physical impairments.

2. Procedures for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.

- As students' learning needs may change over time, the SEND department and Heads of Faculty track progress on a termly basis.
- Student profile review meetings occur at least twice a year for all students on the SEND Register.
- Teachers, students and parents/carers can refer to the Academy Special Education Needs Coordinator (SENCO) for an assessment of whether a learning need or disability is present.
- Our SENCO is Joseph Matshazi (joseph.matshazi@langleyacademy.org); He has completed the National SENCO Award.
- The Academy identifies SEND students in a number of ways. These may include: liaison with feeder primary schools, teachers and SEND department and year 7 RSL analysis of assessments, analysis of Cognitive Ability Tests undertaken in Year 7, concerns raised by parents/carers, concerns raised by members of staff, concerns raised by students, concerns raised by professionals from other agencies, termly monitoring of all student's progress relative to age expected levels.

3. Arrangements for consulting parents and students with Special Educational Needs and involving them in education.

- Each student who is identified as having SEND will have a Student Profile which contains targets and information for teachers about strategies for supporting students.
- The SENCO and SEND department hold student profiles reviews at least twice a year with the parents/carers of students with SEND
- In addition to this, Annual Reviews are completed for students with Education, Health and Care Plans.

4. Arrangements for assessing and reviewing children and young people's progress towards outcomes.

- SEND provisions are put in place, revisited, refined and revised, using an 'assess, plan, do, review' methodology as stated in the SEND Code of Practice 2015.
- SEND and pastoral interventions are reviewed in PSP or Student profile meetings with targeted parents and students at least twice per year.

5. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

- As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- Students receive careers advice in Key Stage 4 and opportunities to think about their future which are part of the programme which is delivered in weekly tutor time.
- Students with high needs SEND (i.e. those with EHCPs) will have a clear transition plan and these are made in consultation with students and parents.
- The Academy supports all students during phase transfer and there is a dedicated year 7 Raising Standards Leader who manages the transition between primary and secondary education.
- The Academy has a Sixth Form with a growing number of courses, both academic and vocational.
- Students with Education, Health and Care Plans (EHCPs) and those with significant SEND receive specialist careers advice where short, medium, and long term targets are set with the student, parents/carers in order to meet long term goals. From Year 9, students with EHCPs also receive support for their Post 16 and Post 18 transition so long term and short term goals can be set and worked towards.

6. The approach to teaching children and young people SEND.

- High quality teaching, differentiated for individual students, is embedded to ensure all students make progress.
- Staff attend regular Inset meetings led by specialised SEND staff to suggest teaching strategies for SEND students.

7. How adaptations are made to the curriculum and the learning environment of children and young people with SEND.

- Information provided to students and parents/carers takes account of disabilities and parental preferred formats, for example, information can be provided in different languages.

- The Academy recognises that students at the Academy with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education (see Medical Policy for more information). Some students have Personal Emergency Evacuation Plans (PEEPs).
- The majority of the Academy site is wheelchair accessible and there is disabled toilet access. The Academy site is fitted with several lifts in order to cater for students with physical disabilities and medical needs.
- Where the need arises, physical and/or sensory adaptations to the learning environment are made; for example, students may have enlarged exam scripts/resources, students with a hearing impairment are seated appropriately within the classroom.

8. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

- The SEND Department is comprised of the SENCO, Inclusion Teacher, Teacher of the Deaf, SEND Practitioner, Higher Level Teaching Assistants, Students Support Unit Manager, SEND Administrators and Learning Support Assistants.
- A Mental Health Practitioner, a School Counsellor and an Educational Psychologist are available to support vulnerable students, those at risk of underachieving or those with social, emotional and mental health difficulties. We work closely with Local Authority services such as CAMHS, SEBDOS and the Early Help Support System.

9. Looked after children with SEND.

- The Designated Teacher for Safeguarding and Looked After Children is Mr Trevor O'Neil, Deputy Head Teacher (trevor.oneil@langleyacademy.org). He monitors the education of all young people in care and will meet with the SENCO/Raising Standard Leaders to review the progress of children in care who also have SEND. Looked After students will have Personal Education Plans (PEPs). All the staff at The Academy are informed of any relevant information regarding Looked After Children and their needs are regularly discussed at pastoral meetings.

10. Expertise and training of staff to support children and young people with SEND.

- Recently all staff have been trained in 'Oracy' in order to be able to teach students to express themselves well.
- The SENCO, SEND practitioner, Mental Health Practitioner, Educational Psychologist and Inclusion teacher share expertise with other staff in Student Support Meetings and staff training sessions.
- In addition to this the Academy works closely with other agencies such as CAMHS professionals and SEBDOS. They train staff as appropriate in order to widen the impact of their work.

11. Evaluating the effectiveness of the SEND provision.

- The SENCO has direct responsibility for ensuring that the SEND provision is effective and provides outstanding support for all students.
- Interventions and their outcomes are recorded using the school's provision mapping software and SIMS.

- Student Profiles are available to staff through SIMS and the Shared Drive. Parents are also provided with a copy and termly updates as appropriate. Staff are expected to find and use Student Profiles to inform their planning and teaching.
- Lesson observations, data analysis, learning walks, reviews of students' books, progress and student interviews, Student Profiles reviews and Pastoral Support Plans are all used to ensure that SEND students receive the best possible education.

12. How children and young people with SEND are enabled to engage in activities.

- SEND students are encouraged to join trips, visits and activities after school and appropriate support is in place to facilitate participation where applicable.

13. Support for improving emotional and social development.

- The Academy runs intervention sessions which are tailored to the needs of the students who are identified to have SEND. See our school for further details.
- A Mental Health Practitioner and a School Counsellor are available to support vulnerable students, those at risk of underachieving or those with social, emotional and mental health difficulties.
- Several topics regarding emotional and social development are taught and discussed in PSHE lessons to all students. There are several forms of pastoral support offered to students such as mentoring from a member of the SEBDOS team and in the Student Support Unit.

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

- Pastoral meetings are held with Raising Standards Leaders, Leadership team and Support Staff. During these meetings, the student's progress and well-being is discussed and decisions are made collaboratively about whether external professionals need to become involved.
- Subsequently, referrals can be made to external professionals including the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, Child and Adolescent Mental Health Services, Early Help, Youth Offending Team, Haybrook College, SEBDOS and Social Care.
- Representative from outside agencies are invited to attend review meetings as appropriate.

15. Arrangements for handling complaints from parents of children with SEND about the provision made at school.

- If parents and carers wish to make a complaint about the Academy provision for a student with SEND they should refer to the Academy Complaints Procedure as detailed in the Complaints Policy.
- Slough SEND Advice and Support Service (SENDASS) is also available to offer advice, support and advocacy services (www.slough.gov.uk/schools-and-learning/slough-send-advice-and-supportservice-sendass.aspx)

16. Where to find The Langley Academy Local Offer.

- The Langley Academy contributes to Slough Borough Council's Local Offer. This can be found on their website:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

17. Useful contact details

- SENCO, Mr Joseph Matshazi Joseph.matshazi@langleyacademy.org
- Admissions/SEND Officer, Mrs Penny Davies penelope.davies@langleyacademy.org
- SEND Administrator, Mrs Anita Goddard anita.goddard@langleyacademy.org
- Assistant Head Teacher for Inclusion, Mrs Jill Heales jill.heales@langleyacademy.org

SEND school profile

Total percentage of pupils with SEND	9.4%
	September 2019
Percentage of pupils receiving SEND support	9.4%
Number of pupils with education, health and care (EHC) plans	21
Number of pupils with top-up funding but no EHCP report	83

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Percentage of pupils receiving SEND support	9.3%	12.2%	9.3%	10.2%	9.9%	5.0%	6.1%
Number of pupils with EHC plans	3	2	6	5	2	2	1
Number of pupils with top-up funding and no EHCP	14	20	11	14	16	3	5

At our school, pupils' SEND requirements are separated into 4 areas of need. The table below displays the percentage of pupils with each need per year group.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Cognition and learning difficulties	7.6%	7.7%	8.2%	9.2%	6.1%	5.1%	5.2%	7.3%
Social, emotional and mental health difficulties	4.4%	4.4%	4.9%	5.9%	4.4%	4.0%	2.0%	4.5%
Communication and Interaction difficulties	7.1%	6.7%	8.8%	8.1%	6.1%	5.1%	4.1%	6.9%
Sensory & Physical needs difficulties	1.1%	2.2%	1.6%	1.1%	1.1%	2.0%	1.0%	1.4%