

Reach Academy

SEND Information Report

Academic Year 2023/24

1	Summary	Reach Academy SEND Information Report			
2	Responsible person	Sarah Simmonds			
3	Accountable ELT member	Hannah Lord			
4	Applies to	Reach Academy			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Hannah Lord			
7	Equality impact analysis completed	Policy Screened	Y/N	Template completed	Y/N
8	Ratifying committee(s) and date of final approval	Kirklees APRC October 2023			
9	Version	1.0			
10	Available on	Every	Y/N	Trust Website Academy Website Staff Portal	Y/N Y/N Y/N
11	Related documents (if applicable)	SEND Policy			
12	Disseminated to	All Reach Academy			
13	Date of implementation (when shared)	October 2023			
14	Date of next formal review	October 2024			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes
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02/10/2023	1.0	New Report	Initial report for Reach Academy
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1. The kinds of SEND that are provided for

Reach Academy currently provides an appropriate education for a majority of pupils who have SEMH as a primary need as detailed in their EHCP. Additional secondary needs are detailed below:

Areas of Diagnosed Need	Sub category	% of cohort
Cognition and Learning	SpLD – Dyslexia	1.58%
	SpLD - Dyscalculia	0%
	MLD	9.52%
	Dysgraphia	0%
	DLD	0%
	SLD	0%
Communication and Interaction	ASC	6.34%
	PDA	0%
	SLCN	4.76%
	DLD	0%
SEMH	Attachment	1.58%
	ADHD	11.11%
	RSD (Rejection Sensitive Dysphoria)	0%
	ODD	0%
	Anxiety	15.88%
	Trauma – DV	6.35%
	Trauma – Physical, sexual, emotional or neglect	12.69%
	Trauma – parental drug/alcohol abuse	1.58%
	Trauma – Parental separation	34.92%
	Mental Health- Self harm	0%
	Mental health – suicidal tendencies	3.17%
	Mental health – Eating disorders	0%
Sensory and Physical	HI	1.58%
	VI	0%
	MSI	1.58%
	Dyspraxia/(DCD)	0%
	Sensory Processing	0%

2. Identifying pupils with SEND and assessing their needs

Referral to Reach Academy is through SENDACT, where it has been identified in a pupil's EHCP that their needs cannot be met in a mainstream environment. All pupils who attend Reach Academy have an EHCP detailing the Academy as their provision.

Each pupil's current skills and levels of attainment on entry will be assessed, building on information from previous settings and Key Stages, where appropriate. Teachers will make regular assessments, as detailed in the accountability calendar, of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same assessed point
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers, despite receiving differentiated learning opportunities;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional needs as assessed by the use of Boxall profiling,

3. Consulting and involving pupils and parents/carers

Staff will have an initial discussion with the pupil and their parents / carers where Reach has been proposed as a suitable placement via SENDACT. These conversations will make sure that we have:

- a good understanding of the pupil's areas of strength and need;
- The parents' / carers' views / concerns are considered;
- Everyone understands the process related to application and placement and desired outcomes for pupils.
- Everyone is clear on what the next steps are and their role in ensuring they are achieved.

Records of these discussions will be added to the pupil's record.

4. Assessing and reviewing pupils progress towards outcomes

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will initially draw on Information detailed in the pupils' EHCP alongside the latest information from the Educational Psychologist and the latest report from their EHCP annual review where possible.

Information will also be gathered from:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment and behaviour records;
- The individual's development in comparison to their peers and national data;
- Assessment from previous teachers and other professionals, where relevant;
- The views and experience of parents / carers;
- The pupil's own views;
- Advice from external support services, where relevant.

All assessments will be regularly reviewed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought through the EHCP targets, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed through monitoring of targets and analysis.

A review of the EHCP will take place annually as per statutory guidance. All staff and other agencies who are involved with the pupil will be invited to attend the meeting and asked to submit reports. Pupil and parent/ carer's views will also be sought and form part of the report submitted to the local authority.

5. Supporting pupils moving between phases and preparing for adulthood

When a pupil's KS4 provision has been identified, key staff will share information with the pupils' next educational setting through a detailed transition plan and agree with parents/carers and pupils which information will be shared. This will usually be their latest EHCP, latest Annual Review report and also information on

attendance and behaviour data as well as further SEN information, which will help inform the next setting of any adjustments or interventions which may need to be put in place.

Where we are aware of pupils' choice of provider or type of course they would like to pursue in post 16 education appropriate professionals will be invited to attend all Annual Review meetings from Y9 onwards.

We will endeavour to ensure all pupils have a comprehensive careers package and will have access to and experience a variety of career talks, visits and access to a careers advisor.

6. Our approach to teaching pupils with SEND

Reach Academy is committed to the promotion of support and commitment to supporting children's needs. Everyone will be offered a broad and balanced curriculum in an inclusive setting, appropriate to their academic and SEND needs. Further information regarding our curriculum offer can be found on our school website: www.reachacademy.uk.com.

Teachers are responsible and accountable for the progress and development of all the pupils they teach. Quality First Teaching is our first step in responding to pupils and ensuring that we are meeting their needs.

7. Adaptations to the curriculum and learning environment

The following adaptations are made to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson; type of nurture provision
- Adapting resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font; sensory curriculum resources.
- Differentiating teaching, for example, giving longer processing time; pre-teaching of key vocabulary; reading instructions aloud; scribes, practical assistants.
- The curriculum at Reach Academy is broad, balanced and based on the six principles of nurture and addresses the individual needs of the pupils. Pupils engage in subjects including, English, Maths, Science, Food Tech, Art, ICT and PE, additional aspects are Nurture and PSHE sessions. This is together with personalised sessions delivered on a one-to-one or small

group basis, where appropriate, according to individual pupil need. The curriculum offers all pupils a bespoke and individual approach to learning.

- British Values and SMSC are threaded throughout the curriculum, through breakfast time, core subjects and PSHE sessions. Breakfast time encourages pupils to reflect on their perspectives and beliefs and to consider those of others, for example, ethnicity, bullying, disability and perspective. Celebration assemblies are also delivered via TEAMS on a weekly basis.

8. Additional support for learning

Our staff are experienced and skilled at delivering a variety of specialist interventions. Staff support pupils either on a 1:1 basis or in small groups, as appropriate, to address a specific need.

We use Boxall Profiles to identify any individual needs and targets and individual sessions are allocated to support a specific need and then reviewed at least termly.

9. Expertise and training of staff

Our staff are highly specialised across differing areas of need and are all involved in regular Continued Professional Development (CPD), which includes training from outside specialists as well as sharing good practice and training. Where appropriate, staff have access to accredited courses and qualifications to support their development as highly skilled practitioners. This includes:

- TEAM TEACH
- Safeguarding
- Adverse Childhood Experiences
- Nurture training in the 6 Principles of Nurture
- Emotion Coaching and Wellbeing
- Understanding Behaviour as Communication
- Supporting SEMH Progress in the curriculum
- Restorative Practice
- Positive Regard
- Understanding Attachment Theory
- Subject specific training
- Curriculum updates

10. Evaluating the effectiveness of the SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Holding annual reviews for pupils with EHC plans and monitoring targets throughout the year;
- Reviewing pupils' individual progress towards their EHCP targets each term;
- Reviewing progress towards Boxall targets;
- Reviewing the impact of interventions at regular intervals;
- Monitoring by the SENDCo;
- Reviewing Pathway progress;
- Monitoring and tracking academic progress data.

11. Working with other agencies

Reach Academy recognises that it is essential to establish positive and effective working relationships with other agencies to ensure the best outcomes for all pupils.

Partnerships with agencies providing additional support for students with SEND include:

- SENDACT
- Education Psychology Service
- Complex Communication and Interaction Outreach Team
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Team
- Kirklees Information and Advice Service (KIAS)
- Locala – school nurses & health visitors
- Speech & language therapists
- Occupational therapists/ Physiotherapists;
- GPs / consultants
- Community Paediatricians/hospital consultants/dieticians
- Police, Youth Justice and YOT
- Social care – including YES/MST/Social Workers
- Yorkshire Mentoring
- Family support workers.
- Neuro-pathway referrals
- Sensory specialists

12. Complaints about SEND provision

Complaints about SEND provision should be made to the SENDCo in the first instance. Reach Academy complaints policy / procedure will then be followed.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that a school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services;
- Exclusions.

13. Contact details of support services for parents/carers of pupils with SEND

Kirklees KIAS – 0300 3301504

14. Contact details for raising concerns

Reach Academy – 01924 478482

15. The Local Authority offer

[Home | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](http://kirkleeslocaloffer.org.uk)

16. Monitoring arrangements

This policy and information report will be reviewed by the Board of Trustees every year. It will also be updated if any changes to the information are made during the year.

17. Related policies and documents

This policy links to other Reach Academy policies including:

- Accessibility plan;
- Antibullying;
- Relationship and Behaviour Policy;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy;
- Supporting pupils with medical conditions.



Appendix I

Reach Academy's Graduated Approach

Area of SEN	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
Quality First Teaching (QFT) strategies consistently embedded	A positive and stimulating learning environment to support the learning and cognitive development of all children and young people, including specific consideration for those with additional learning and developmental needs.	A communication friendly environment to develop positive communication and interaction skills for all children and young people, including specific consideration for those with communication and interaction needs.	A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH needs.	A whole school awareness that children have different sensory preferences and learning styles.
Assessment tools	<p>For all: YARC – Reading Assessments English and Maths baseline assessments</p> <p>Specific: Dyslexia screener Dyscalculia screener Visual Stress Assessment</p>	<p>For all: Coventry Grid</p> <p>Specific: Higher Level Language Comprehension Test British Picture Vocabulary Scale Speech, Language and Communication Progression Tool</p>	<p>For all: Boxall profiles</p> <p>Specific: ADHD screener Anxiety screener Child Exploitation Checklist</p>	<p>For all: Sensory Audit</p> <p>Specific: Handwriting practice Dyspraxia screener</p>
Interventions	<p>For all: Bedrock – vocab and grammar English intervention</p> <p>Specific:</p>	<p>For all: Access to universal sensory classroom resources</p> <p>Specific:</p>	<p>For all: Nurture approach ADHD screener (Qbcheck) Forest School</p> <p>Specific:</p>	<p>For all:</p> <p>Specific: Sensory resources</p>

	<p>Reading intervention Ruth Miskin, Fresh Start - phonics Catch up English Catch up Maths Beat Dyslexia</p>	<p>Lego Therapy Metacognitive skills Social Stories Comic strips Black Sheep press Talkabout for Children Talkabout for Teenagers</p>	<p>Draw and Talk Circle of Friends Emotion Coaching Social stories Support to Self-Regulate Zones of Regulation Mindfulness Relax Kids SEAL Person Centred Planning Restorative Practice ADHD strategies Trauma informed approach Kooth Alternative Provision including Mountain Biking, Huddersfield Giants, Forest School</p>	<p>Sensory passport Power up exercises Specific Sensory and/or Physical recommendations from relevant professionals</p>
Agency Referrals	<p>Educational psychologist</p> <p>Kirklees Specialist Outreach – Cognition and Learning Team</p>	<p>Educational psychologist</p> <p>Kirklees Specialist Outreach - Complex Communication and Interaction Team</p> <p>Speech and Language Team</p> <p>Northorpe Hall – Neuropathway</p> <p>ICAN The Communication Reach Academy Inclusive Development Programme – SLCN and ASD</p>	<p>Educational psychologist</p> <p>Neurodevelopment Pathway – ADHD</p> <p>ADHD Foundation</p> <p>CAMHS</p> <p>CHEWS</p> <p>Early Help Service</p> <p>Youth Engagement Service</p> <p>Youth Intervention Team</p>	<p>Educational psychologist</p> <p>Occupational Therapist</p> <p>Visual Impairment Team</p> <p>Hearing Impairment Team</p> <p>Locala</p>

			<p>Youth Offending Team</p> <p>St. Giles</p> <p>Social Care</p> <p>Risk and vulnerabilities Team</p> <p>The Base</p> <p>Forensic CAMHS</p> <p>Yorkshire Mentoring Service</p>	
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