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Reach Academy  
**SEND Information Report**

**Academic Year 2022/23**



Nurturing inclusive learning communities



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## The kinds of SEN that are provided for

Reach Academy is an Alternative Provision specialising in supporting pupils with Social Emotional and Mental Health difficulties, however it is recognised that our pupils may also require support within other areas of need including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## Identifying pupils with SEN and assessing their needs

Mainstream schools can refer to Reach Academy for advice and support when it is recognised that more targeted or specialist support is required for an individual pupil. Referrals are made through the Single Point Referral process. The Panel is held fortnightly and comprises of a team of professionals (including Ethos Academy Trust and mainstream Head Teachers). Please refer to the admissions policy for further details.

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

- Is significantly slower than that of their peers starting from the same baseline;
- 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 needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

See pages 9 and 10 for a comprehensive list of the assessments used.

### Consulting and involving pupils and parents

Staff will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need;
- The parents'/ carers' views / concerns are considered;
- Everyone understands the agreed outcomes identified for the child;
- Everyone is clear on what the next steps are and their role in ensuring they are achieved.

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

### Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- 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, if 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, 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.

Where a pupil requires an Education, Health and Care assessment, Reach Academy staff will support the mainstream school with this application

See pages 9 and 10 for a comprehensive list of the assessments, interventions and agencies used.

### Supporting pupils moving between phases and preparing for adulthood

We 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.

Time-limited turnaround placements, working in partnership with schools, parents/carers and other professionals, are available to assess, plan and deliver support for the child's SEND needs. Re-integration at the end of placement is carefully planned and resourced with support in school, as appropriate.

### Our approach to teaching pupils with SEN

Reach Academy is committed to the promotion of support and improvement of 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.

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 who have SEND.

*See pages 9 and 10 for a comprehensive list of the assessments, interventions and agencies used.*

### 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;
- Adapting resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- The curriculum at Reach Academy is broad, balanced and based on the six principles of nurture, addressing the needs of the pupils. Pupils engage in subjects including, English, Maths, Science, Computing, PE, Nurture and personal development sessions, D&T, Cookery and Art. Together with tutorial time and personalised sessions delivered on a one-to-one basis according to individual pupil need, the curriculum offers all pupils a tailored approach to learning;
- British Values and SMSC are threaded throughout the curriculum, through breakfast assemblies, core subjects and personal development sessions.
- Breakfast assemblies regularly require pupils to reflect on their perspectives and beliefs and to consider those of others, through stimulating

presentations regarding, for example, ethnicity, bullying, disability and perspective.

### 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.

### 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 across Ethos Academy Trust. Where appropriate, staff have access to accredited courses and qualifications to support their development as highly skilled practitioners.

### Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their personal targets each term and progress towards their Boxall targets;
- Reviewing the impact of interventions at regular intervals;
- Using / analysing pupil questionnaire outcomes;
- Monitoring by the SENDCO;
- Completing My Support Plan reviews;
- Using provision map to measure progress;
- Holding annual reviews for pupils with EHC plans.

### Support for improving emotional and social development

Throughout a pupil's time at Reach Academy, parents / carers will receive regular contact from key staff to provide updates on academic, SEMH and wellbeing progress. This will usually be done by phone but will also include meetings in school or at home. Progress will be tracked through the use of Provision Map, My Support Plans, Emotional Literacy assessments, teacher assessments and Boxall. Parents/carers are encouraged to contact the SENDCO or their child's key staff team at any time should they wish to discuss any aspect of their child's development or have any concerns.

Pupils with SEN are encouraged to be part of the school council

We have a zero-tolerance approach to bullying, as outlined in the Reach Academy Anti-bullying policy.

### 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 support for students with SEND include:

- Education Psychologist Service;
- Early Years Psychology & specialist Outreach Service;
- LA Duty and Advice;
- Autism Spectrum Condition service;
- ADHD Foundation
- Communication and Interaction Team
- Child and Adolescent Mental Health Services (CAMHS);
- Children’s Emotional Wellbeing Service (CHEWS);
- Early Help Access Team;
- Multi - Systemic Therapy;
- Kirklees Independent Advice Service (KIAS)
- Huddersfield Giants
- SENDACT
- Local – school nurses & health visitors;
- Speech & language therapists;
- Occupational therapists/ Physiotherapists;
- GPs / consultants;
- Community Paediatricians/hospital consultants/dieticians
- Police;
- Youth Engagement Service
- Youth Intervention Team
- St. Giles
- Yorkshire Mentoring
- Family support workers.
- Neuro-pathway referrals
- Kirklees Learning Partners

Reach Academy works in partnership with all agencies listed on the [Kirklees Local Offer website](#).

### Complaints about SEN provision

Complaints about SEND provision should be made to the SENDCo in the first instance. Reach Academy’s 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:

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

### Contact details of support services for parents of pupils with SEND

SENDACT – 01484 456888

PCAN – <http://www.pcankirklees.org/>

KIAS - <http://www.kias.org.uk/> 0300 330 1504

### Contact details for raising concerns

Reach Academy – 01924 478482 SENDCO – Sarah Simmonds

### The local authority offer

Our local authority's local offer is published here:

<https://www.kirkleeslocaloffer.org.uk/>

### 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.

Links with other policies and documents

This policy links to other Reach Academy policies including:

- Accessibility plan;
- Antibullying Policy;
- Behaviour and Relational Policy;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding Policy;
- Quality of Education;
- Supporting pupils with medical conditions





### Reach Academy's Graduated Approach

Area of SEN	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<b>Quality First Teaching (QFT) strategies consistently embedded</b>	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.
<b>Assessment tools</b>	<p><b>For all:</b> Reading age tests English and Maths baseline assessments</p> <p><b>Specific:</b> Dyslexia (GL assessment) Dyscalculia (GL assessment) Engagement Model Visual Stress Assessment</p>	<p><b>For all:</b> Coventry Grid</p> <p><b>Specific:</b> Sensory Audit</p>	<p><b>For all:</b> Boxall</p> <p><b>Specific:</b> Emotional Literacy assessments Sensory Audit</p>	<p><b>For all:</b> Sensory Audit Dyspraxia screener</p> <p><b>Specific:</b> Handwriting practice</p>
<b>Interventions</b>	<p><b>For all:</b> Lexia</p> <p><b>Specific:</b> Reading Phonics Catch up English</p>	<p><b>For all:</b> Access to universal sensory classroom resources</p> <p><b>Specific:</b> Lego Therapy Metacognitive skills</p>	<p><b>For all:</b> Nurture approach ADHD screener (Qbcheck) Forest School</p> <p><b>Specific:</b> Draw and Talk Circle of Friends</p>	<p><b>For all:</b></p> <p><b>Specific:</b> Sensory resources Specific Sensory and/or Physical</p>

	Catch up Maths	Social Stories Comic strips	Emotion Coaching scripts ELSA Social stories Resilience STSRP Zones of Regulation Mindfulness Wellbeing toolkit Therapeutic story writing Comic Strips SEAL Incredible 5-point scale PATH Restorative Justice ADHD strategies Trauma approach Alternative Provision including Mountain Biking, Geek Rooms, Boxing, Huddersfield Giants Character Education Crow's Nest provision Yorkshire Mentoring Service	recommendations from relevant professionals
<b>Agency Referrals</b>	Educational psychologist	Educational psychologist Complex Communication and Interaction Team Speech and Language Team Neurodevelopment Pathway ICAN The Communication Reach Academy Inclusive Development Programme – SLCN and ASD	Educational psychologist Neurodevelopment Pathway – ADHD Foundation CAMHS CHEWS Northorpe Hall Wellbeing team Early Help Service Time to Change	Educational psychologist Occupational Therapist Visual Impairment Team Hearing Impairment Team Locala

			Early Years SEN YES YIT St. Giles Social Care Risk and vulnerabilities referral Kooth.com The Base Forensic CAMHS	
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