



EMERSON PARK ACADEMY

Special Educational Needs and Disabilities

SEND Information Report 2021-22

Policy date	September 2021
Review date	July 2022
SENCo	Mrs Janet Egleton
Lead Practitioner for SEND and Intervention	Ms Emma Fuller
Link Director	Mr Martin Tilbury
Chair of Directors	Mr John Luff

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.

What types of Special Educational Needs are there for which provision is made at Emerson Park Academy?

'A student is identified as having SEND when he/she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age.' (SEND Code of Practice 2014).

At Emerson Park Academy we have students across all year groups with a range of SEND issues falling into the four categories outlined in the SEND Code of Practice 2014:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

Students with a high level of need may have an Education, Health and Care Plan, and other students with special educational needs may access provision through School Support.

How does the Academy know if children need additional support?

- 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 / teacher assessments 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 baseline 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 (Mrs J. Egleton)** and the **Lead Practitioner (Ms E. Fuller)**.
- 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.

How will my child be supported at school?

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:

- 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 and , when relevant, with the Lead Practitioner or Head of Year to monitor progress
- Examination access arrangements are put into place for some students with SEND.
- Daily homework club
- Interventions to support emotional and social development (a lunchtime club to promote the development of social skills, counselling, peer mentoring, ELSA programme, pastoral programmes)
- Provision in our **iClass** – a learning area for students with SEND/additional needs

- 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, a trained first-aider.***

How will the curriculum be matched to my child's needs?

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, English and Science are usually taught in ability sets from Year 7 onwards.

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.

If you require any subject-specific advice, you are also welcome to contact your child's subject tutors and the Heads of Faculty.

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?

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:

- Formal meetings, often with the SENCo
- Additional meetings, telephone and/or email contact with the SENCo, Lead Practitioner, HLTAs, Head of Year 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

We place importance on the views of parents, carers and students, and these are recorded on student plans.

What support will be in place for my child's wellbeing?

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:

- An adult or peer mentor
- Access to a social skills group

- Access to counselling, either in school from a trained counsellor at an outside agency
- 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
- **School Nurse is Ms Sarah Evans.**

We do not tolerate bullying of any kind, and anti-bullying and online safety policies can be found on the Academy's website. The SENCo is also the Designated Safeguarding Lead.

Which other specialist services are available?

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:

- ABC Counselling Service
- Educational Psychologists
- Specialist advisory teachers from the Havering Learning Support Service, including the areas of Speech, Language and Communication, Hearing Impairment and Visual Impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy Service
- Prospects (careers/college advice)
- SENDIASS – Special Educational Needs and Disability information and support for parents/carers

[Havering Sendiass :: Home](#)

Telephone: 01708 433885

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.

Further information relating to post-16 education and training can be obtained from:

Ms C. Hampton, 01708 475285.

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.

What training and advice do staff receive to support students with SEND or additional needs?

Newly qualified teachers and staff on teacher training programmes receive induction regarding SEND/additional needs. All staff receive further training throughout professional development programmes both in school and through external providers.

Further guidance is issued by the SENCo and the Lead Practitioner on general SEND matters and specific issues relating to individual students. The SENCo and Lead Practitioner are always available to meet with staff if further advice or training is needed, and members of the Learning Support Faculty liaise with the SENCo/Lead Practitioner on a daily basis.

All members of the Learning Support Team have received training appropriate to the needs of the children they support, and Higher Level Teaching Assistants (HLTAs) have additional curriculum training in specific subject areas. We also have specialist support staff assigned to students with medical conditions, sensory impairments and Speech and Language. We have a member of staff who is also a trained ELSA (Emotional Learning Support Assistant) – **Mrs A. Hall**.

How accessible is the school environment?

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.

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. There is a lift in the new Humanities block.

What are the transition arrangements from primary school and on transfer to college?

We have established transition programmes between Years 6 and 7, and between Years 11 and 12. Our Head of Year 7 (**Ms L. Mallen**) and the SENCo liaise with primary schools and colleges, and in July 2021 we held a Summer School for students transitioning from primary school.

Before entry to Year 7, staff from Emerson Park Academy liaise with the primary schools to gather relevant 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.

With regard to students who are transferring to college, the SENCo liaises with members of Learning Support teams at the colleges to pass on any necessary information that will benefit the students' progress and wellbeing.

How are the Academy's resources allocated and matched to children's special educational needs?

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 Education, Health and Care Plans, although the level of funding depends on the interventions required for individual students. Further information relating to the allocation of resources is outlined in the Academy's SEND Policy.

Who can I contact for further information?

Parents and carers can contact their child's form tutor or Head of Year, or they can arrange an appointment with the Academy's SENCo, **Mrs J. Egleton**.

Ms E. Fuller is the Lead Practitioner for SEND and Intervention.

Mr M. Tilbury is our link director attached to the Learning Support/SEND Faculty.

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.

Emerson Park 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.

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 Headteacher or to a director. If you speak to a director s/he will, in the first instance, refer the matter to the Headteacher. The Headteacher 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, Mr M. Tilbury, who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

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

[Local Offer | Havering Directory](#)