

Sawtry Village Academy
SEND Information Report
2023-2024

Students with Special Educational Needs and/or Disability (SEND)

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice January 2015).

A pupil has a disability if they have a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Key documents underpinning SEND support at SVA

Children and Families Act 2014

Equality Act 2010

SEND Code of Practice 2015

KCSIE

Meridian Trust SEND Policy

Four Broad Areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

How does Sawtry Village Academy know if students need additional support?

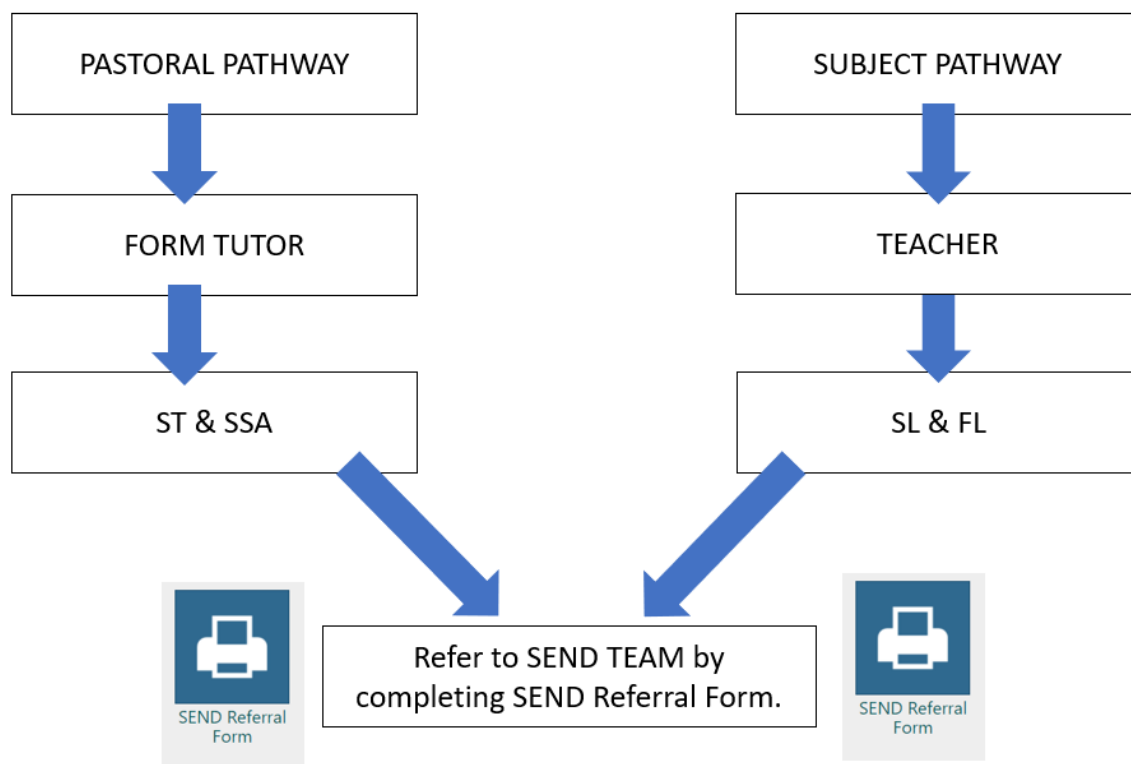
- Before a student joins us in Year 7, we liaise with their previous school to gain as much information about their SEND and any potential additional support they might need. (Please see more about transition process below.)
When students join Sawtry, we assess their current skills and levels of attainment in their first term of entry.
- The subject teachers make regular assessments of progress for all students. They identify if a student is making less than expected progress given their age and individual circumstances.
The subject teacher liaises with their Subject leader and/or Faculty Lead to identify strategies to best support a student through quality first teaching.

Where progress continues to be less than expected, the subject teacher/Subject Leader, refers the student to SENCO.

The SEND team and subject teacher informally gather evidence (including the views of the student and parents) and put in place any additional support or suitable intervention that could secure better progress.

- Concerns about potential SEND might be raised by a student's House Team (Form Tutor, SSA, Senior Tutor) who will refer the student to SENCO.
- Concerns can be raised by students themselves or their parents/carers.
- We regularly liaise with external agencies who can provide information about students' needs.

SVA SEND referral process within school



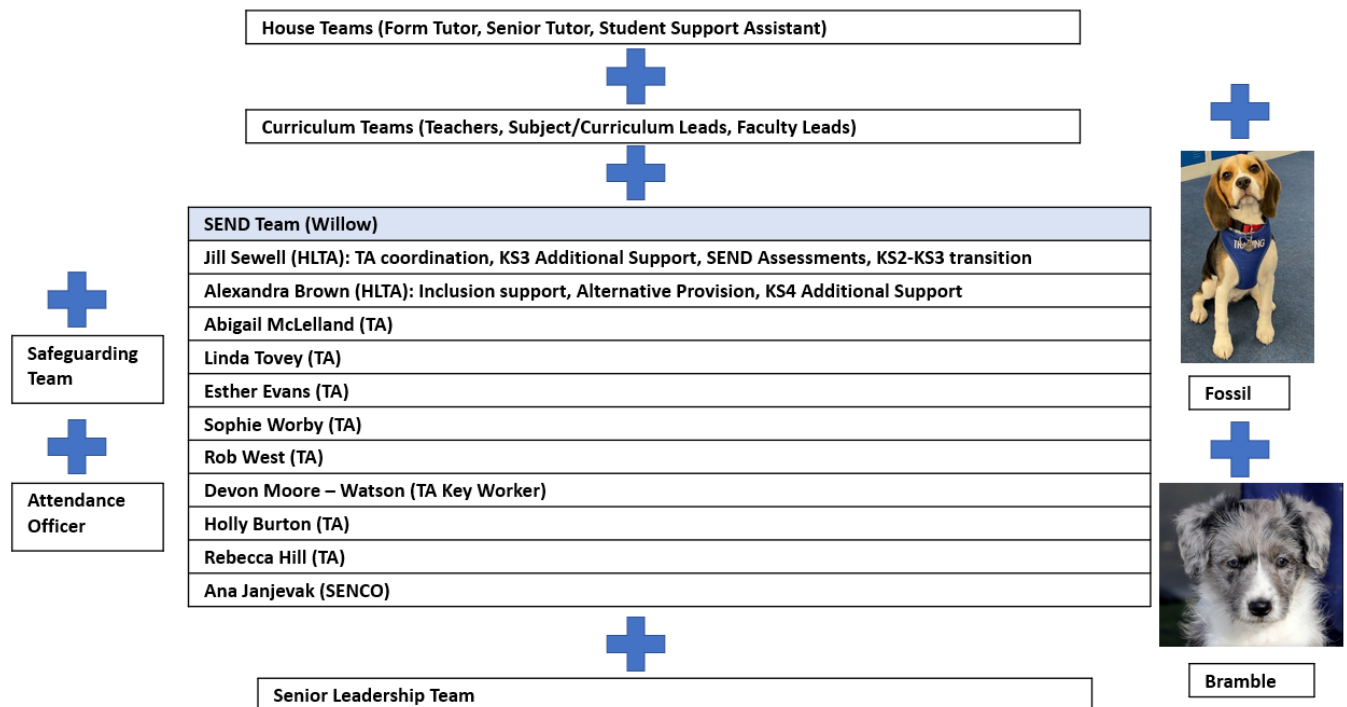
How do I raise concerns if I need to?

You can contact your child's Form Tutor, SSA or Senior Tutor with any concerns you might have. Following this, they will refer your child to SEND Team who will contact you regarding the next steps.

You can also get in touch directly with the Lead for SEND and Student Inclusion: Ana Janjevak (01487 830701 or via email: ajanjevak@sawtryva.org).

How does the school support students with SEND?

We pride ourselves with the whole school approach to SEND and therefore all staff are involved in supporting students with SEND.



Support within lessons:

High Quality Teaching + adjusted environment



All lessons: Dyslexia, ASC and ADHD friendly

Individualised approach for other SEND

Students with SEND should receive equal amount of teacher time as any other student

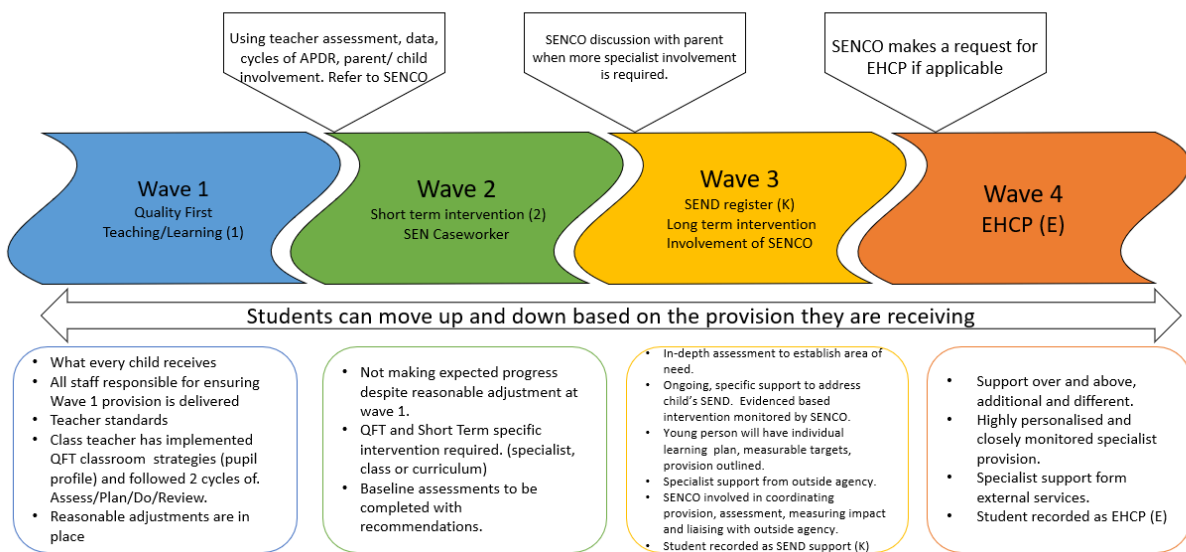


Teaching Assistant (TA) support (if required)

TAs using scaffolding technique

We follow graduated approach to SEND support:

The Graduated Approach



All our students are supported by high quality teaching in their lessons. Teachers and support staff receive regular training to enable them to support students' SEND in their classroom.

School can make reasonable adjustments when required to support student's learning. This could be (but is not limited to): handouts printed on different colour paper, providing handwriting pens, allowing fidget toys, students using alternative methods of recording, time-out card to take a break within a lesson and similar. When needed, we seek and follow specialist guidance from external professionals.

Some students might require additional support either within classroom or outside of lessons. This could include (but is not limited to):

- TA support in lessons (in order to build student's independence, TAs do not support only one student in a classroom, but offer support to various students if needed)
- Short-term interventions in small group of 1:1 (pre- and over-learning of subject content, mentor sessions working on emotional regulation/self-esteem...)
- Bespoke curriculum (long-term additional support for literacy and/or numeracy, preparing for adulthood...)

Any additional support is closely monitored for impact through the Assess-Plan-Do-Review (APDR) process (please see more details below).

Whole school data informing SEND

PTE/M/S
NGRT
Progress Reports (based on internal assessments, mock exams, GCSEs)
Behaviour
Attendance
PASS Survey

SEND Department Assessments

ASSESSMENT	TESTS
Wide Range Ability Test 4 (WRAT4)	Spelling, Reading, Comprehension, Arithmetic
GL Dyslexia screening	Dyslexic traits
Boxall Profile	Social, emotional and behaviour difficulties
SLCN screening	Speech, Language and Communication difficulties
GL Dyscalculia screening	Traits of dyscalculia
ASC questionnaire	ASC traits
SDQ	Strengths and Difficulties Questionnaire

Graduated approach: waves and assess-plan-do-review

WAVE 1 (W1)

Students on W1 are supported by high quality teaching and reasonable adjustments made by their teachers. At this stage, students do not require any further additional support or interventions.

When parents raise concern about their child's potential SEND, school might move the student to W1, while we are gathering more information and trialing different strategies.

APDR on W1: student's progress is monitored by their subject teachers, Subject Leads and Faculty Leads through student's Learning Progress (LP) Reports. Following the release of LPs, Form Tutors meet once per term with their tutees for Academic Mentoring to discuss their progress. Parents will be informed of the content of discussions and agreed targets.

WAVE 2 (W2)

Students who require short-term intervention or additional support, are moved to W2. This could range from specific subject support needed outside of lessons to counselling sessions for mental health support. The intervention could be provided by school or external agencies. After the intervention is completed, it can be decided that it is no longer needed, in which case the student would move back to W1. However, if longer term support/intervention is needed, then the student will move to W3.

APDR on W2: the impact of interventions is monitored by baseline assessment at the beginning and final assessment at the end of each intervention. When interventions are based on mental health support, the impact can be measured by observation and/or conversation with a student.

WAVE 3 (W3) – SEND Register (K)

Students on W3 receive long term interventions either from school or external agencies. These students form part of SEND Register, which is overseen by the SENCO. Interventions and student's progress are closely monitored through the APDR cycle.

APDR on W3: similar to W1, Form Tutors meet with their tutees once per term for Academic Mentoring/APDR to discuss their progress. However, for students on W3, these meetings also include discussion about student's needs and intervention/s they are receiving. This process is closely monitored by the SENCO.

WAVE 4 (W4) – Education, Health and Care Plan (EHCP)

All students on W4 have EHCPs in place and school is obliged to provide support to these students as outlined in their EHCPs. The Local Authority is responsible for the realisation of the EHCP provision and SENCO liaises closely with the link LA Case Worker.

APDR on W4: In addition to the support and processes that all students receive in school, SENCO holds termly review meetings for students with EHCPs. These meetings are attended by the student, their parents/carers, SENCO and any other relevant staff if needed. Students with EHCPs also have annual review meetings where any relevant external agencies are invited. In these meetings, everyone involved can contribute to any necessary amendments to the EHCP document.

SVA SEND Department Support

Additional support within school:

ALL YEARS	KS3	KS4
Welfare Dog (Fossil)	Bespoke Curriculum: withdrawn from MFL, additional support with literacy and/or numeracy (Catch-Up Literacy, Lexia)	Bespoke Curriculum: 8 GCSE subjects + additional support (literacy, numeracy and ASDAN*).
Lego Therapy		
Sensory Circuits		
ASC Support Group for Girls (one term per year)		*ASDAN – life skills, preparing for adulthood
1:1 Mentoring on needs basis (anger management, social skills, anxiety support)		
Comprehension intervention		
Spelling intervention		
Subject specific interventions (Maths, Sci)		

SEND External and Transition Support

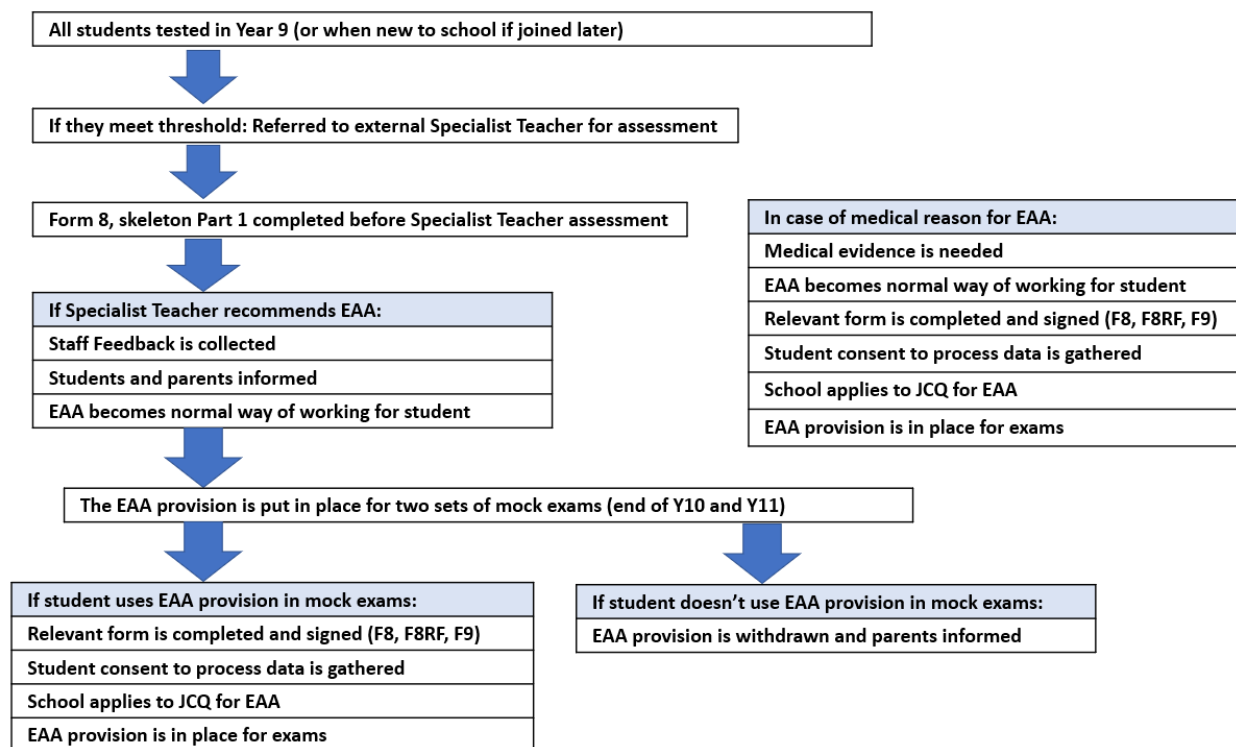
Some students with SEND require support from external agencies and more targeted support in times of transition between Key Stages:

ALL YEARS	KS2 – KS3 Transition	KS4 – Post-16 Transition
EHCP Case Worker (LA)	Liaison with primary schools (SENCOs, Class Teachers) and parents	Unifrog
Educational Psychologist (LA)	EHCP Reviews (Y5 and Y6)	SVA Career Advisor Support
Hearing Impairment Team (LA)	Y6 Open Evening SEND Dept	LA Senior Transition Advisor
Visual Impairment Team (LA)	Individual transition visits	Applications Support
Speech, Language and Communication Team (LA)	Additional transition day for students with SEND	Liaison with FE Providers
Occupational Therapists (LA)		Organised visit to FE Providers for students with SEND
Physiotherapists (LA)		
CAMHS (Neurodevelopmental Team)		
YOUnited (including MHST and core CAMHS)		
Early Help Hub (EHA, Family Worker, Young Persons Worker)		
Inclusion Officer (LA)		
Alternative Provision		

Exam Access Arrangements (EAA)

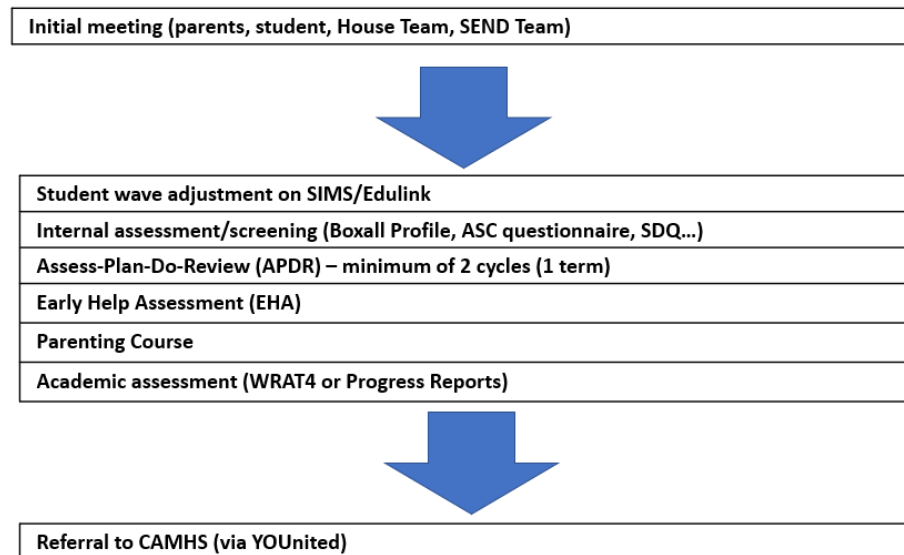
Some students require exam access arrangements, such as extra time, word processor, scribe, rest breaks and similar.

Pathway towards EAA:



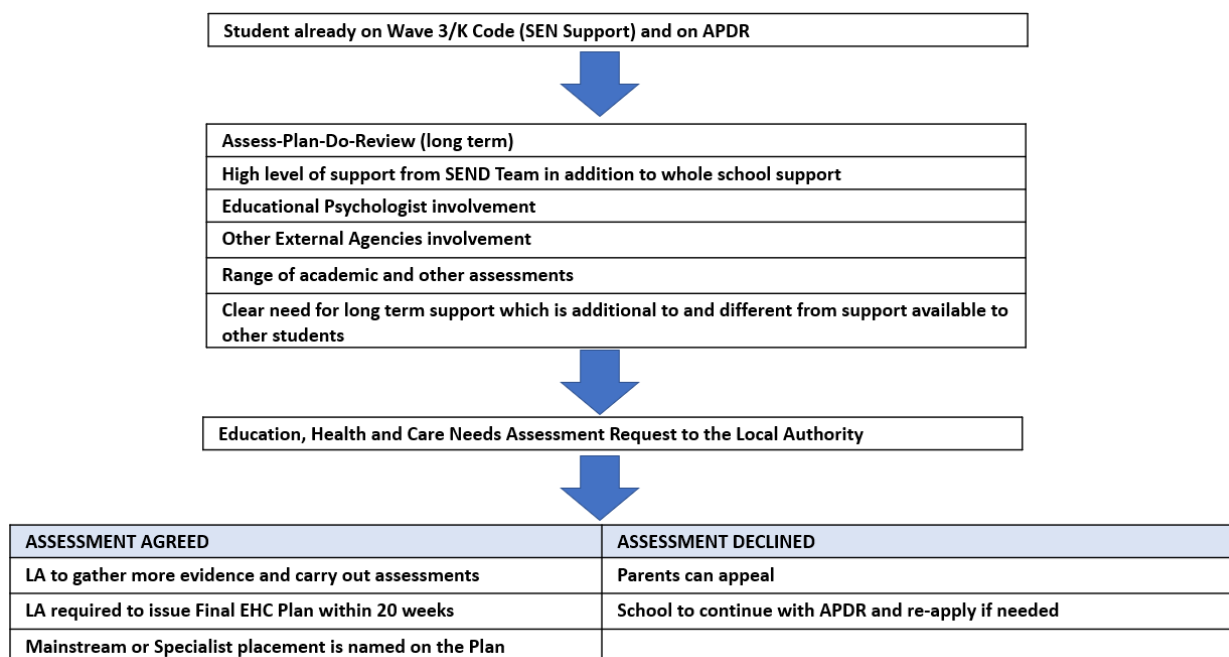
Pathway towards neurodevelopmental assessment (ADHD, ADD, ASC, OCD and related)

School can support students towards neurodevelopmental assessments.



Pathway towards Education, Health and Care Plan (EHCP)

Some students have complex needs and might require EHCP. This can be requested by school or parents. Pathway towards EHCP if requested by school:



Academy Councillors and their responsibilities

The SENCO reports to the Academy Council to inform them about the progress of students with special educational needs; this report does not refer to individual students and confidentiality is maintained at all times.

Sam England is the Academy Councilor responsible for Special Educational Needs and meets regularly with the SENCO. She also reports to the Academy Council to keep all informed.

The Academy Councilors agree priorities in conjunction with Trust leads, for Special Educational Needs spending with the overall aim that all students receive the support they need in order to make progress.

Meridian Trust and SEND

The SENCO works closely with Meridian Trust SEND Core Team and attends regular Trust network meetings. School's SEND provision is audited by the Trust for quality assurance on an annual basis.

Additional information on SEND support within the Local Authority

- Parent Partnership: pps@cambridgeshire.gov.uk confidential line open during term times. Tel: 01223 699214
- Pinpoint: www.pinpoint-cambs.org.uk
- START: start@cambridgeshire.gov.uk Tel: 01480 372600
- SENDIASS (SEND Information, Advice and Support Service):
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>
- Information on applying for an EHCP: www.cambridgeshire.gov.uk/send
- SEND Information Hub (Local Offer):
<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>