

The St Leonards Academy

SEND Offer



Our mission statement:

'The St Leonards Academy is committed to providing a highly inclusive educational offer which meets the needs of all students through robust monitoring, allowing us to develop and quality assure a bespoke curriculum to support all students in making progress academically and socially to support them throughout their time at TSLA and beyond'.

Contents

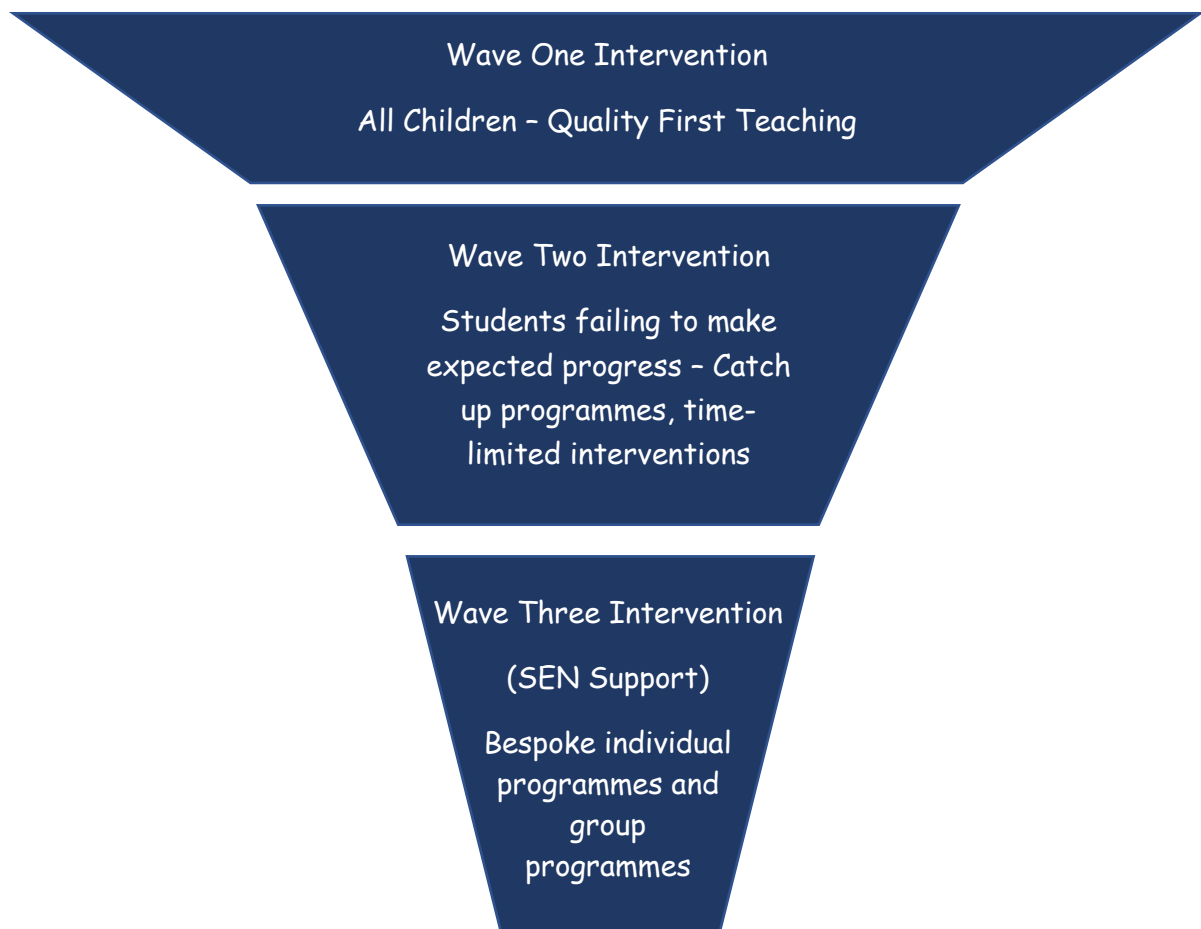
- Page 1 - How does the Academy support learners with SEN?
- Page 5 - What is the specialist facility at TSLA?
- Page 5 - What are the 'Harbour' classes at TSLA?
- Page 6 - What is the role of an LSA?
- Page 7 - What facilities are available to students with SEN at TSLA?
- Page 7 - What Wave 2 interventions are available at TSLA?
- Page 9 - How accessible is TSLA?
- Page 9 - How will I know if my child is making progress?
- Page 9 - What overall support is available for my child's wellbeing in the academy?
- Page 10 - How will TSLA support my child in transitioning to the academy/ on from the academy to Post-16 life?
- Page 11 - Who can I contact if I am concerned about the progress my child is making?
- Page 12 - SEN Register Protocol
- Page 18 - SEN Referral Protocol
- Page 22 - Dyslexia Screening Protocol
- Page 26 - Exam Access Arrangements (EAA) Protocol
- Page 30 - TSLA SEN Team
- Page 31 - Jargon Buster
- Page 32 - What is an EHCP?
- Page 35 - Virtual Tour Link
- Page 36 - The TSLA Way - Supporting students with Additional Need



How does the Academy support learners with SEN?

The SEND Code of Practice states that 'every school is required to identify and address the SEN of the pupils that they support'. The ethos at the heart of the academy is that 'every teacher is a teacher of SEN' which drives inclusivity for all students. The SENCO and SEN team work in conjunction with class teachers, Heads of Faculty, Heads of Year, parents/carers and with students themselves to ensure all students are able to make progress academically.

There are different 'waves' of support offered to students in the academy. Pupils may move between 'waves' in response to their needs.



The Three 'Waves' of Intervention

Wave One Quality First Teaching for all students at TSLA

- High quality curriculum offer accessible for all students as devised by Heads of Faculty
- Outstanding lessons delivered by highly qualified classroom teachers
- Differentiation to ensure all students are able to access learning
 - Reasonable adjustments made for students within lessons where appropriate and are monitored for impact
- High expectations of all students to create a challenging and purposeful learning environment
- Strategies provided by the SEN team are incorporated into lessons and support learners with identified SEN needs
- Quality assured through lesson Walkthrus throughout the year
 - Supported by CPD opportunities to develop staff expertise and confidence

Wave Two Interventions for students identified as making less than expected progress

- Classroom teachers will have made reasonable adjustments which have not had a discernible impact
- Referral to SEN team for observation and information gathering
- Additional support within subject areas (targeted afterschool catch-up)
 - Change in class set/teacher
 - Move to a TA supported class if appropriate
- Small group interventions in The Cove

Wave Three Bespoke interventions for students who continue to make less than expected progress

- APDR / ANP developed with student, parent/carer and SEN team
- Referrals to outside agencies if deemed to be appropriate and necessary
- Individual and/or small group interventions in The Cove and/or with external professionals

All students will also be offered robust pastoral support from Form Tutors, Student Welfare Officers and Heads of Year who can provide additional interventions such as daily check-ins, nurture provisions and referrals to in-house emotional wellbeing provisions.

What is the Specialist Facility at TSLA?

The St Leonard's Academy has a specialist facility called 'The Cove' which specialises in helping students with Physical Disabilities and students with ASC/ASD. Currently, there are 20 spaces allocated by the Local Authority to TSLA. The Local Authority will decide which students are awarded a place with us. In order to be allocated a space, students are required to have an EHCP.

For students with facility funded places, students will be offered additional interventions (both group and individual) within this area based on their needs outlined in their EHCP. Some smaller lessons and sessions may take place in The Cove but fundamentally, it is a space which is used for intervention and at times, nurturing, to enable students to access their inclusion education in the wider school. Some students access The Cove before and after school and at breaktimes as their 'safe space' with access to their trusted adults.

It is important to understand that the academy is a mainstream school and the facility is part of this mainstream setting. It is not a separate special school.

The Cove is run by the Facility Manager, Frances Elworthy. There are a number of experienced LSAs within The Cove who run interventions for students in the academy.

What are the 'Harbour' classes at TSLA?

The Harbour classes at TSLA are smaller, TA supported lessons from Year 7 to Year 11. They have no more than 20 students in each class and students have the same TA following them in core lessons - English, Maths, Science, Personal Development and Humanities. These classes are taught by my teacher with an interest in delivering lessons to students with additional needs.

The students stay in these classes for all core lessons but mix with the rest of the year group for their creative lessons - PE, Resistant Materials, Art, Textiles, Drama and Food Tech. In these lessons, they are supported by a TA based on the individual needs of the student.

The Harbour classes also have access to 'Multiskills' lessons which are additional lessons to support in a range of areas such as additional Literacy, Numeracy, Character Development and Creative Projects. There may also be additional therapeutic opportunities in these lessons based on the needs of the cohort from year to year.

Students can move in and out of the harbor classes where appropriate. Whilst some students may be best suited to these smaller groups throughout their time in the academy, other students may make progress at a rate which means a move to one of the mainstream classes is more appropriate. Students will be supported and given a gradual transition which will be

monitored throughout for impact. Any class moves would be discussed and communicated with parents and carers and with the students themselves.

Students in the Harbour classes will generally be students who are coded K on the SEN register as they have been identified as needing additional support in the form of a smaller class and LSA support.

Students who are placed in the Harbour class in Year 7 will be placed here based on their Midyis scores and from information/data from their primary school. This will be review at the end of Term 2 to ensure that this is the most suitable class. At this point, students may change class or may stay in the Harbour class and will be changed to a K code on the SEN register.

What is the role of an LSA?

An LSA is a Learning Support Assistant. These members of staff support students in class in a number of ways which will be personalized to suit the young person's needs. This could range from helping to engage a student, helping a student to emotionally regulate in a lesson through to scribing or reading the resources which have been provided. We seek to keep consistent support of LSAs with groups and students so that they are able to build familiarity and develop a trusted working relationship. LSAs will also be able to work with classroom teachers to advocate for the strategies and approaches which work best with students across the academy, building a solid foundation for effective communication across the academy.

Please see below the charter which outlines how LSAs will support students in lessons.

LSA Support is Quality Assured through regular discussions with academy staff and termly observations.



LSA Charter

If you are supported by an LSA in your lesson, they will:



<ol style="list-style-type: none"> 1) Have a good understanding of the SEN needs of the students in the class, knowing which strategies to use. 2) Circulate around the room, checking in with students and offering a range of strategies for support. 3) Ensure they support the learning climate in the classroom. 4) Communicate with staff members if there are any concerns about the progress a student is making in a lesson. 5) Approach class teacher for guidance and direction. 6) Use feedback stamps and orange pen to show how they have supported students in their work. 7) Log concerns and reports from lessons on CPOMS where appropriate. 8) Promote and uphold the TSLA character virtues.. 	<p>Suggested Support Strategies</p> <ul style="list-style-type: none"> ✓ Remodel / re-explain instructions if students haven't understood ✓ Scribe for students if appropriate ✓ Reinforce expectations ✓ Check students understanding by asking them to repeat instructions back ✓ Encourage discussion and participation ✓ Question students to help challenge them in their learning ✓ Assess pupils progress through questioning, observation and discussion ✓ Clarify misconceptions ✓ Help students to make links between what they are learning and previous learning ✓ Support students to identify their next steps and what they need to do to achieve them. ✓ Support students who need additional aids and resources to access learning ✓ Support students to regulate themselves in lessons, reminding them of personal strategies
<p>* Whilst student behaviour can be a barrier to learning and progress, behaviour management is predominantly the responsibility of the classroom teacher. Please use the behaviour policy when dealing with behaviour in classrooms rather than directing LSAs to manage the behaviour of students.</p>	

What facilities are available to students with SEN at TSLA?

Within The Cove, there are a number of smaller intervention rooms which students may access for small group or individual interventions.

The Cove also have a well-equipped Physiotherapy room where students with OT programs are able to complete their exercises. This is also a space that some students choose to come to reregulate if they are struggling to focus in lessons.

There is also an outside yard with exercise machines which is used during some sensory circuit lessons and some PE lessons. They are also available for students to access to reregulate during lesson time, as well as being available at breaktimes for students to access. Some students access The Cove for some of their lunchbreaks too and use it as a 'safe-space'.

There is a well-resourced sensory room in 'The Cove' which students are able to access which has many sensory tools which will appeal to a range of different needs. This is called 'The Rock Pool'.

In addition to The Cove, all Heads of Year have an office area in the school which students can access for support, as well as The Lighthouse (safeguarding hub) which has an open-door policy for all students.

What Wave 2 interventions are available at TSLA?

There are a number of interventions which are available to students at the academy. These are either offered by staff at the academy or can be bought in from outside agencies for students who have additional funding from the local authority.

There may sometimes be a waiting list for interventions. Interventions run for 6 week blocks and are measured for impact. Before an intervention begins, we will inform parents and carers of the reasons for the intervention. At the end of the 6 weeks, a report will be sent home. If students have demonstrated expected progress from an intervention, it will end and a new student will be invited to begin.

Intervention include:

External Agencies

- Forest School
- Counselling Services
- Speech and Language Therapy
- Occupational Therapy Programmes

<p>Sensory Circuits</p> <p>Students work on exercise to improve their gross motor skills. This may involve equipment in the physiotherapy room or in our courtyard gym.</p>	<p>Zones of Regulation</p> <p>Students work on how to identify and manage their emotional responses in a range of daily situations. Students consider strategies which work best for their emotional regulation.</p>	<p>Lego Therapy</p> <p>Students work in groups of 3 to build Lego models. This intervention helps young people to develop their communicate skills, resilience and their ability to work together in a team.</p>
<p>Pindora's Box</p> <p>Students work on a range of exercises to help them develop their fine motor skills. Students will also use this intervention to help them with their handwriting.</p>	<p>Internal Interventions</p>	<p>Numeracy/Literacy</p> <p>Students work in small groups with a member of staff on topics which they are studying in their main lessons to help embed key knowledge and skills.</p>
<p>1-1 Tutoring</p> <p>Students work with another member staff (either academy or external) to support the learning taking place in their wider lessons. This could also be to help them access homework.</p>		<p>Speech and Language Intervention</p> <p>Students work with a member staff on strategies to support students with their language and communication skills.</p>
<p>Life Skills</p> <p>Students work with a member of staff to help support them with skills they need outside school including how to use public transport, understanding money and how to book appointments.</p>	<p>Personal Care Programme</p> <p>Students work with a member of staff to help them with the understanding of how to care for themselves and their hygiene. This session will explore routines, healthy eating and how to keep yourself well.</p>	<p>Student Support Groups</p> <p>Groups of students with similar additional needs work together for a period of time to develop an understanding of themselves and help them develop friendships and connections with their peers.</p>

In the wider school, interventions include:

- Place To Be
- Believe in You
- School Counselling Service
- Nurture Group

There are also daily check-ins available for students who need the regular, daily support of a trusted adult to help them regulate during their school day.

The academy work with a number of outside agencies who help us to identify and plan interventions to support young people in the academy. They include ESBAS, CLASS, CAHMS, the Educational Psychologist service, NHS professionals, SNS and EALS amongst others.

How accessible is TSLA?

The St Leonards Academy is a large building spread across 4 floors. There are lifts in the building which make it fully accessible for wheelchairs. It has disabled changing and toilet facilities, including a shower room. There is a level pathway from the school to the sports facilities and disabled parking bays for staff and /or visitors.

How will I know if my child is making progress?

At The St Leonard's Academy, the progress of students is tracked regularly through assessments in lessons at the end of each term. If these assessments show that students are not making the progress that is expected, the class room teacher / Head of Faculty will investigate the reasons why and consider the steps that should be taken at this point. Contact may be made at this point.

Data captures throughout the year are reported to parents and carers and will highlight the progress being made across all subjects as well as reporting the attitude to learning.

Parent's evenings will also be held once a year which will provide an opportunity for parents and carers to meet face to face with class teachers. During these evenings, a representative from the SEN team will be available too.

Students who have an EHCP or ANP will also be invite in to the academy periodically to review the plans in place to ensure progress.

Additional meetings are always available. Please contact the academy via email or by telephone and the closest available slot will be offered.

What overall support is available for my child's wellbeing in the academy?

All students are placed in a tutor group within the academy. Their tutor group should be a first port of call as a trusted adult if they are in need of support. Tutor groups have around 25 students in them, all from the same year group. Students will stay in these tutor groups throughout their time at TSLA and with the same form tutor where possible. This enable students to develop strong relationships with their peers and their pastoral staff. All year groups are led by a Head of Year and student support officer who again are available throughout the school day for support. Again, these members of staff will stay with students throughout their time in the academy where this is possible.

The academy has a dedicated team who monitor the attendance of students and who will offer support and advice should a young person struggle to attend school.

The academy Safeguarding Team offers a robust support system for all students and offers an open-door policy throughout the school day. The staff are trained Mental Health First Aiders and will support students through offering them trusted adults to visit on the school site

through to making referrals to other professional bodies to ensure that the wellbeing of all students is at the core of the Academy. There is also a manned Safeguarding phone which students can text or ring throughout the school day to reach out for support. Teachers and staff will also use this number if they have concerns about a student.

All concerns about students are regularly recorded on CPOMs and communicated with wider staff where necessary and appropriate.

There are a number of opportunities available for students to support their wellbeing including therapeutic groups and in-house counselling services. There is also a LGBTQ+ group which meets regular to help promote the diverse and inclusive nature of our academy. There is also a school parliament which meets regularly to promote the voice of the young people within the community, championing causes which are important to them.

There are also a significant number of extra-curricular opportunities which enable students to socialise with their peers outside the classroom and pursue their own interests and hobbies, promoting exploration of identity and personal development.

Unpinning the curriculum, the academy is also committed to character development. Our character development charter has identified the following areas to focus on and we seek to promote these values across all lessons and subjects.

How will TSLA support my child in transitioning to the academy/ on from the academy to Post-16 life?

During Year 6, the SENCO will meet with staff in the primary schools to discuss students and their individual needs. The primary schools also send detailed information to inform TSLA of information which will be useful in creating a smooth transition.

There are taster days for all Year 6 students. For students who are identified as needing additional transition days, they will be invited to 2-3 extra afternoons before and after the main transition days to help develop confidence and familiarity with key adults and the school environment. There is also an open evening where parents and carers will be able to ask additional questions and meet key staff to raise any issues regarding transition.

Students will be asked to choose their GCSE options at the end of Year 9 which is another key transition point. Parents and carers will be provided with an options booklet which they can read with their child which will explain the options available. There will then be a period of time when teacher can be approached to elaborate on whether their subject choice is the best one for the young person. The SEN team will also be available throughout this process to provide support and advice.

The transition to post-16 life can be very daunting to young people who have become familiar with the academy. There are many sessions offered to students in Personal Development related to CV writing, college applications and interview techniques. In Year 10, students are offered the opportunity to undertake work experience and to visit various college open days and taster sessions. There will also be external speakers who come in to speak to students about the

transition as well as careers interviews which help students to think about what opportunities they would like to pursue. Additional support and help is available from the SEN team who will be able to spend some time talking through the transition process. A member of the SEN team is also usually on hand to accompany students on the college taster days.

Who can I contact if I am concerned about the progress my child is making?

It may be that your child is struggling in one subject area. In cases such as this, it is advisable to contact the class teacher for that subject who will be able to advise you further. If you feel that this has not reached the solution you were hoping for, you could at this point contact the Head of Faculty.

If you feel that there are wider concerns you would like to address, contacting your child's form tutor or head of year will enable them to triage your concern and address it to the relevant member of staff.

If you have a specific query in relation to the additional needs of your child and how they are being addressed in the academy, please contact the SEN team.

If you are concerned for the safety of your child in the academy, please contact a member of the safeguarding team as soon as you are able to.

All email addresses are available on our website. Additionally, please contact the academy reception via telephone who will be able to pass your concerns on or connect you with available staff members.

This offer is accurate now but is subject to change. Any changes will be made in a timely fashion and updated on our website.



SEN Register Protocol

The SEND Code of Practice states that 'every school is required to identify and address the SEN of the pupils that they support' and record when they decide a child has special educational needs in the school records. This is commonly known as the SEN register.

What are the different categories for SEN support at TSLA?

There are 3 different ways that students are identified on the SEN register. They are:

E- This means that a student has an EHCP which has been awarded by the local authority. An EHCP is a legal document which outlines the additional funding that has been awarded to the school to support the education of a young person. A number of professionals will also have worked with the young person to identify what specific support the school is required to provide. These students will have a detailed Pupil Passport which is shared with all staff in the academy.

K - This means that a young person has been identified as needing specific SEN SUPPORT within the school. These are young people who are not making progress academically (and sometimes socially and emotionally) and require additional, targeted support from the SEN team. This support may include:

- Literacy and numeracy interventions
- Zones of Regulation
- Physiotherapy, sensory circuits, fine motor skill and occupational therapy interventions
- Withdrawal from lessons for targeted support
- Daily check ins to support emotional regulation
- Handwriting intervention
- Speech and Language intervention
- Lego Therapy
- Supported Expert Reading Sessions
- Social Skills
- Additional Careers Support
- Smaller, TA supported classes

Students who are coded as a K on the SEN register are likely to have an APDR or an ANP which document the help that they are receiving. These students will have a detailed Pupil Passport which is shared with all staff at the academy.

Mn - This means that a young person has been identified as not making the academic progress that they should be making and are therefore being MONITORED by Heads of Faculty, Heads of Year and the SEN Team. They will be supported in their lessons through Quality First

Teaching and reasonable adjustments which will be reviewed by their classroom teachers to monitor impact. They may have a Pupil Passport if it is deemed necessary and appropriate.

Students may be on the SEN register for the entirety of their time at the Academy or it could be for a short period. They are also able to change their coding depending on the strategies used and the progress shown by pupils.

The SEN team hold an additional list known as a RADAR list for students who are currently being discussed and observed by the SEN Team. This list is to enable staff to have an overview of students who may need:

- Class observations and monitoring
- Additional screening
- Referrals to outside agencies
- Reasonable adjustments
- Meetings with parents and carers

Students on the radar list may move to the SEN register or may be reviewed as needing no further involvement from the SEN team at this point. Parents and carers will not be informed of students being added to the RADAR list but will be informed if a student is then moved to the SEN register.

Why might a young person be placed on the SEN Register?

There are a number of reasons that a student may be placed on the SEN register. Some students will automatically be placed on the register as they have an EHCP and have been identified by the Local Authority as needing additional intervention and support from their educational setting in order to support educational progress.

For students to be considered to need MONITORING or SEN SUPPORT, they will have been identified as making less academic progress than predicted or significantly less academic progress than their peers. Evidence to support this judgement will be gathered from:

- In class observations
- Informal assessments in lessons
- Formal assessments in lessons
- Data captures
- Midyis testing
- Reading age tests
- Exam access arrangements screening

The academy will also consider the opinions of parents and carers who may feel that a young person is making less progress than they expect. In this situation, the academy will conduct a thorough investigation to determine whether the progress shown in school supports the concerns of the parent/carer.

Do students need a diagnosis in order to be placed on the SEN register?

There are a number of young people in the academy who may have a medical diagnosis from a medical professional. These diagnoses can be very useful to a young person in understanding their identity and their different needs. It can also be very useful for the academy in understanding the specific profile of the young person and their needs.

Having said this, a diagnosis is not an immediate indicator that a young person is not able to make academic progress and therefore is NOT a reason for the young person to be placed on the SEN register. For example, a student may have a formal diagnosis of ASC but may function in such a way that they are still able to make excellent academic progress and need no further interventions from the school.

Equally, a young person may not have an official diagnosis of ASC but is struggling to make progress in the academy. In this situation, it is possible that the school may be able to make a referral to diagnosis. However, even without a diagnosis, classroom teachers would still make reasonable adjustments for the young person in lessons to help them access their education and progress in the way that they are expected to.

How can referrals be made for a diagnosis?

There is a separate referral protocol. Please refer to this.

It is worth noting that referrals for official diagnoses can take many years. The SEN team will support with screening requests if there is evidence from the academy to support the application. The academy themselves may suggest that students are referred for screenings or may undertake screenings in house. These will be communicated with parents and carers as and when necessary.

Will a child be placed on the SEN Register if they have dyslexia?

Many referrals are made to the academy to test young people for dyslexia. We have 2 screenings (LUCID LASS / Pearson DST Screener) which we can perform if there is evidence provided by class teachers that students are not making progress with reasonable adjustments in lessons.

These screenings do NOT provide a diagnosis of dyslexia. They give us an ARQ - At risk quotient which indicates only whether a young person is at risk of having dyslexia. For students with ARQs below 1.5, these will be recorded and a generic pupil passport to support students at risk of dyslexia will be shared with staff.

For students with an ARQ of 1.5 or higher, they will be placed as a M on the SEN register and a pupil passport will be created with specific strategies in place. If additional interventions are required, they will be flagged as a K on the SEN register.

Will a young person be placed on the SEN register if they require Exam Access Arrangements (EAA)?

There is a separate document outlining the EAA protocol at the academy. Please refer to this for additional information.

EAA are granted for students who need additional help to access their examinations. The main way that this is judged is by looking at the 'normal way of working' a young person has day to day. For example, if the normal way of working for a student is by using a laptop, we could apply to JCQ and explain this is the students normal way of working which would need to be put in place for examinations. A student would not be required to be on the SEN register for this to be their normal way of working - it would just need to be recorded and documented by classroom teachers.

How will parents and carers be informed that a young person has been placed on/ removed from the SEN Register?

If a young person is moved to the SEN register, a letter will be sent home to inform parents and carers of the code they have been given on the SEN register and the reasons why. Similarly, if a student is removed, a letter will be sent home and the reasons why will be explained. Parents and Carers will be invited to contact the SEN to discuss this process in more detail if they feel they would like to. Equally, the academy may invite parents in for an additional meeting to discuss plans and interventions to support students moving forward.

What is a 'pupil passport'?

This is a document which is shared with all members of staff in the academy. It outlines the specific needs of students and offers a range of strategies which classroom teachers should be putting into place to support the student.

These documents are available for all staff. They are reviewed when necessary by the SEN team. Not all students have a pupil passport and not all students will need one. Equally, students may not need a passport when they start the school but may need one at a later date.

Parents and carers are able to ask to see a copy of the passport and may be involved in the creation of one if it is deemed necessary.

Date: 20/10/2022
Teacher: Ms Clare Howard-Le Vierge

SEN Status	About Me	
Additional Information	Interventions	Cognition & Learning STRATEGIES
Social, Emotional & Mental Health STRATEGIES	Sensory & Physical STRATEGIES	Communication & Interaction STRATEGIES
Targets		

How often will the SEN register be reviewed?

The SEN register will be reviewed yearly by the SEN team. However, individual students and their place on the SEN register is subject to change whenever we feel this is appropriate and communication home will be made.

What do 'reasonable adjustments' look like?

<ul style="list-style-type: none"> • Use of fidget tools • Movement breaks • Leaving the classroom for a timeout • Sitting in a particular seat • Sitting with a particular person • Working alone • Leaving 5 minutes early • Timers • Traffic light cards • Doodle Books • Ear Defenders 	<ul style="list-style-type: none"> • Use of buff paper / coloured paper • Use of specialist pens (Yoro pens) • Use of a writing slope • Use of reading ruler • Use of overlay • Larger fonts • Different colour board pen • Mini white boards • Having instructions written • Printing off powerpoint slides • Now and Next boards • Vocabulary boards 	<ul style="list-style-type: none"> • Scribe • Reader • Needing additional time to complete assessments (ask students to complete the work in additional time in a different colour and record the extra time needed) • Prompter • Use of a laptop / iPad • TA support • Additional revision sessions / tailored interventions • Use of immersive reader • Reading pens • Spell checkers
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SEN Referral Protocol

Academy Staff Referrals

If class teachers or Heads of Faculty are concerned that a young person is not making their expected progress, they will refer the student to the SEN team via an internal form. In this form, they are required to outline:

- The progress the student is making in the lesson in line with their own predicted grades and the grades of their peers
- The way that the student behaves in lessons
- The relationship the student has with their peers and members of staff
- The concessions/reasonable adjustments/ interventions made up until this point to support the progress of the student and the measurable impact
- Any contact which has been made with parents and carers in relation to this concern
- The additional support they feel the young person needs to progress in lessons

(- If a referral is being made for a dyslexia screening, the class teacher is also required to outline their concerns as suggested in the Dyslexia Identification Form.)

Once the SEN team receive this referral, we will gather evidence to ascertain whether the concerns in the referral are relevant to all subject area or to one particular area. We will offer strategies to the staff members and continue to monitor the progress of the young person over the next few weeks.

If progress is still not made, interventions can be explored and, if appropriate and necessary, an APDR (Assess, Plan, Do, Review) will be implemented. If, upon review, progress is still low, an ANP (Additional Needs Plan) may be started. This is a process which is regularly reviewed in order to monitor the impact of interventions.

Parental Referrals

Parents and carers may raise their own concerns around a young person by contacting the SEN Team or their Head of Year. The process will be very similar - the SEN team will begin gathering evidence from relevant staff to identify areas of concern, offering strategies of support. The SEN team will communicate findings to parents and carers, outlining the next steps to put the first support in place for the young person.

We recognise there are occasions where young people mask their feelings and behaviours well in the academy, but may present a very different picture in their home environment. It can be

very frustrating to hear that academy are not able to provide evidence which supports the concerns of the parents.

Applications for EHCPs

An EHCP (Educational Health Care Plan) is a plan agreed with the Local Authority which recognises that an educational setting is not able to meet the need of a young person without additional funding. If an EHCP is granted, it will outline what provisions the educational setting needs to make for the young person and grants additional funding to pay for these provisions. As part of the process, a young person may work with additional outside agencies and be subject to additional assessments to support the application.

To apply for an EHCP, an educational setting needs to provide comprehensive evidence that they cannot meet the educational need of a young person without additional funding. This process can take a significant period of time. A young person will need to have complete an APDR cycle and have an ANP which has been reviewed 3 times. There will also need to be evidence of the interventions and strategies that have already been put in place, as well as the impact that was observed.

TSLA will not apply for an EHCP if we are confident we are meeting the educational needs of the young person and they are making progress within the academy. We will also not make an application without the necessary paperwork and evidence in place.

If we submit an application for an EHCP and it is rejected, there is a window to make an appeal. This may then be taken to tribunal. There is unfortunately no guarantee that an EHCP will be granted at the end of this.

Parents and carers are also able to make an application for an EHCP without help from the academy.

Once an EHCP is in place, there will be yearly reviews to monitor the progress the student is making against the targets in the document.

Referrals to Professionals for a Diagnosis

Whilst gathering evidence on students following a referral, it is possible that the SEN team may recognise some traits which could suggest a child has certain additional needs. Equally, parents and carers may be concerned that a young person is displaying traits which could be indicative of certain conditions.

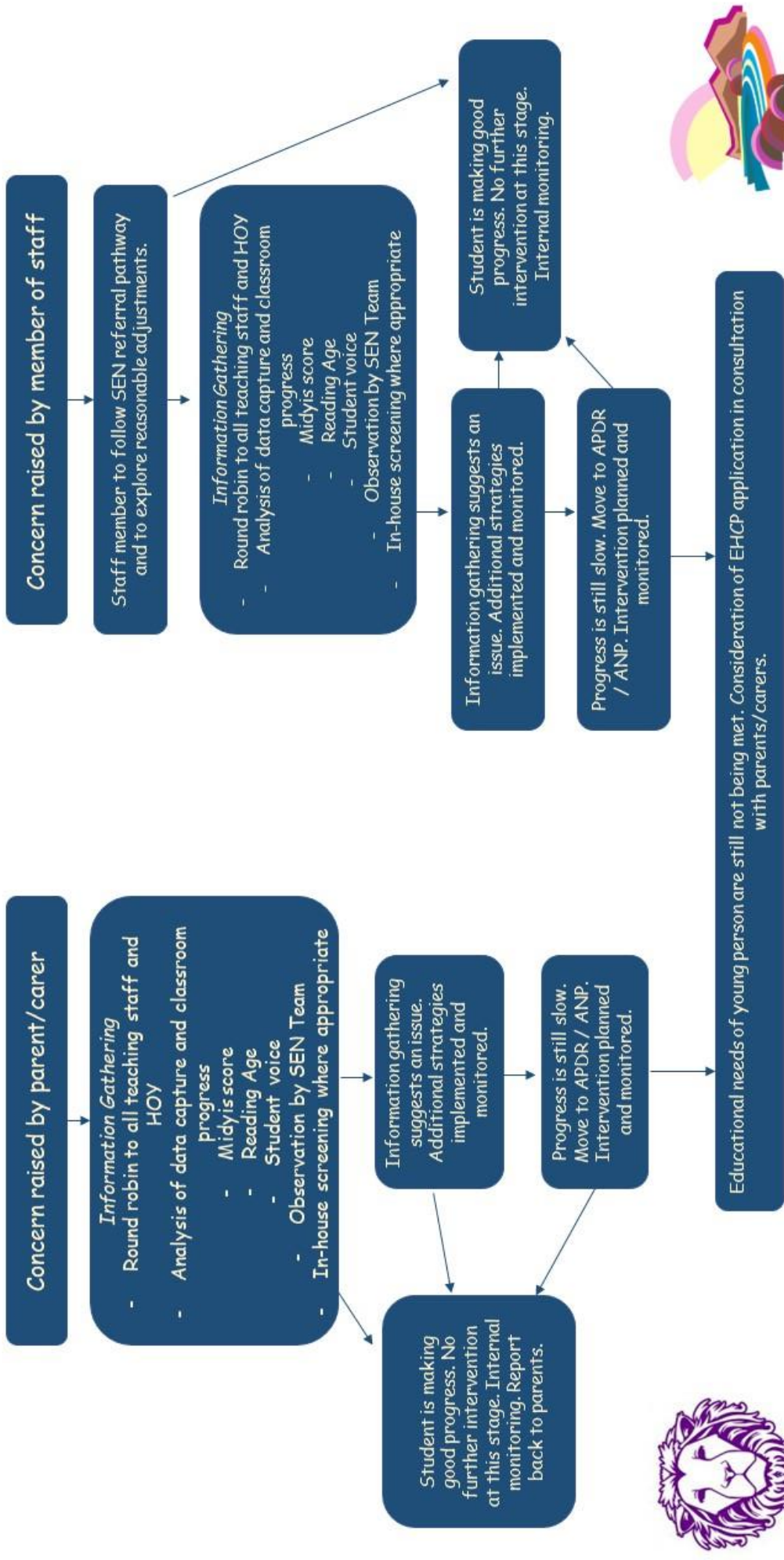
If the SEN team believe that there is significant evidence to suggest a young person may have an undiagnosed condition, we will seek parental consent to complete a referral. We will gather as much information as we can to support the referral and send it to the relevant professionals. If the referral is deemed to have enough evidence, the young person will be placed on the waiting list for assessment. There could be a considerable wait for this assessment to take place and it is often years rather than months.

It is important to remember that a young person DOES NOT need a diagnosis to be placed on the SEN register or to receive interventions in school.

Some parents and carers may choose to seek a private diagnosis which they fund themselves. In this situation, we would ask that any paperwork is sent to the academy so we can update the records we hold for the students and implement strategies for support in their lessons.

If you would like any additional information about the referral process, please contact the SEN team at the academy.

SEN Referral Protocol





Dyslexia Screening Protocol

At The St Leonards Academy, we recognise that our pupils have a broad range of needs and require support through a range of different mechanisms. Although we have a dedicated SEN Team, teachers are accountable for the progress of the SEN pupils in their classes. It is therefore their responsibility to identify when a pupil requires additional support and request this through the SEN Team.

On occasions, a teacher may identify a child with literacy difficulties common to dyslexia and wish to refer into the SEN Team for a Dyslexia Screening Test (DST). A child with dyslexia may:

- Read and write very slowly
- Confuse the order of letters in words
- Put letters the wrong way around (b / d confusion)
- Have poor or inconsistent spelling
- Understand information when told verbally, but have difficulty with information that is written down
- Find it hard to carry out a sequence of directions
- Struggle with planning and organisation

A child may also be considered for a DST if they are performing below age related expectations.

Requesting a DST

Before a DST is carried out, a pathway of information gathering must be followed beforehand and given as evidence.

Before completing a referral for a DST the following steps need to be considered and should then be included in the SEN Referral Form.

- Initial reason/s for considering a DST. Please refer to Dyslexia Identification Form)

- Assessment data to show lack of expected progress e.g. data captures, Reading Age test, samples of classwork
- Information regarding attendance.
- What has been put in place in class (Wave 1 Support / QF Teaching) to support the identified difficulties? Please refer to 'Reasonable Adjustments' grid for ideas of how this support may look. A discussion with parents/carers to discuss the reasonable adjustments which have been made and why.
- Evidence that Wave 1 support has been ineffective or having slow results (may still be effective even if slow results but may justify a DST)
- Ensure that sight or hearing are not a barrier and discuss with parents if necessary.
- * A request for screening based on poor handwriting is not adequate. Many reasonable adjustments could be explored which may make a considerable difference. Equally, poor handwriting may not be impacting students making progress so is a DST appropriate?*

After the SEN Referral Form

Once a student has been referred to us through the SEN Referral form, we will:

- Consider if the referral shows a need for additional intervention and screening, based on the evidence provided by the classroom teacher/teachers.
- Midyis scores and reading ages will also be explored at this point. A Secondary Language Link Assessment may be carried out.
- If a DST is still considered necessary and appropriate, the student will then be placed on the DST waiting list and a consent form will be sent to parents/carers. We will aim to complete this assessment within 6 weeks, where this is possible. They will either be tested using the Lucid Lass screening test or the Pearson DST Screening Test.

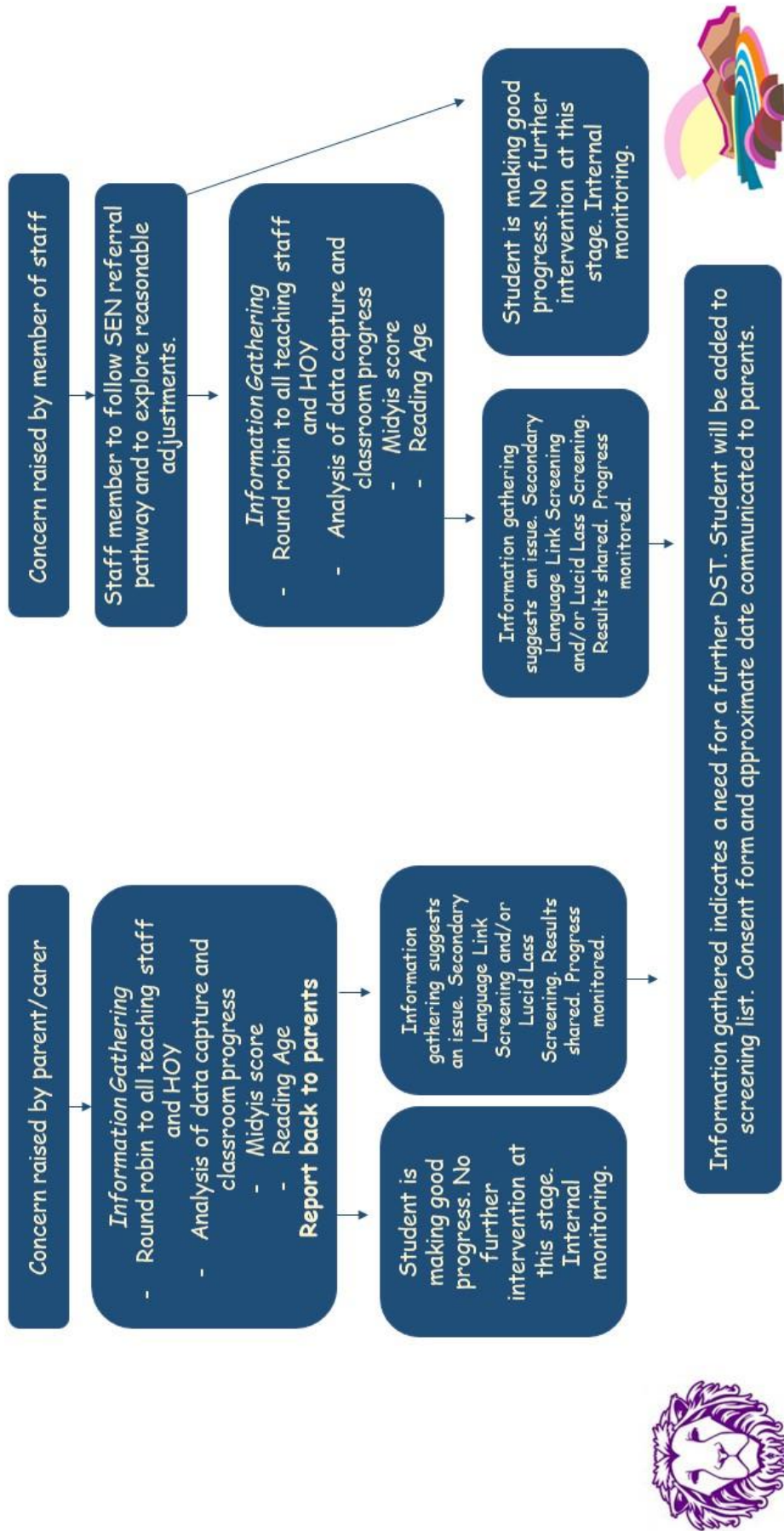
If the child comes out as being at high risk of having dyslexia, a full report will be sent to parents, strategies will be shared with classroom teachers and additional intervention with LSAs will be arranged if appropriate. For students identified with 'low to moderate risk', we will report these findings to parents and strategies will be shared with classroom teachers via standardised pupil passport. Progress will continue to be monitored by classroom teacher.

* A student does not need to have an ARQ in order to be considered for Exam Access Arrangements. Equally, an ARQ is not a guarantee that access arrangements are necessary or will be agreed by the exam board. Please refer to the EAA Referral Protocol for further information.*

Dyslexia Identification Form

<p>Have you recognised any of these traits in the student in your lessons? How are they impacting the progress being made by the student?</p>	<p>Processing Slow to process instructions Problems with sequencing e.g. getting dressed Poor concentration Does not retain concepts from one lesson to the next Problems with fine or gross motor skills</p>	<p>Writing Content does not reflect ability (Great ideas but struggles to get them on paper, simple ideas and vocab which don't reflect verbal ability, written work not always completed, reluctant to write) Difficulties in structuring written work (Problems with grammar, sequencing ideas, illogical structuring and inaccurate punctuation) Poor handwriting (Reverses some letters - writing badly arranged on the page - no spaces between words - slow writing speed - problems copying from the board) Inaccurate Spelling (Omits letters in words, letters in wrong order, inconsistently incorrect spelling, bizarre spelling)</p>	<p>Reading Inaccurate reading Lack of reading fluency Does not understand what is being read Reluctance to read Problems choosing accessible books</p>
<p>Maths Problems remembering timetables Difficulty with mental maths Confusion of visually similar numbers Forgets math concepts if not practiced regularly Misreads written instructions</p>	<p>Concept of Time Confusion about the timetable for the day Problems adapting to changes in routine May not be able to tell the time May not be able to say which day of the week it is</p>	<p>Organisation Problems finding what they need to start a task Difficulties completing tasks in the correct order Forgetting things Losing things Getting lost</p>	<p>Behaviour Uses unacceptable behavior to avoid work Often off task Reluctant to contribute in lessons Copies the work of others</p>

Dyslexia Screening Protocol





Exam Access Arrangements (EAA) Protocol

This document explains the actions taken by the academy to ensure inclusion for all students who are eligible for examination access arrangements. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to a special educational need or disability, thereby, ensuring equal opportunities.

The Equality Act 2012 places a duty on institutions not to discriminate against students with learning difficulties / disabilities in terms of either admission or provision of education and support services. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification.

To access the documents published by JCQ in their entirety, please follow this link:
<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Our Aims

The St Leonards Academy will ensure that students identified as having a need are provided with and prepared for access arrangements that allow them to;

- Access the assessment at the same level as their peers
- Demonstrate their knowledge/ skills without changing the demands of the assessment

The St Leonards Academy will ensure that access arrangements meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. Details of the type of Exam Access Arrangements can be found in Appendix 1.

Access arrangements will be agreed and planned for before key assessments for GCSE examinations. Access arrangements can and will also be provided in an emergency.

How will students be identified as needing EAA

In order to qualify for an Access Arrangement a student must have a disability. According to the Equality Act 2010 a disability is:

“a physical or mental impairment which has a substantial and long term adverse effect on someone’s ability to carry out normal day to day activities”

The impairment must have lasted, or be likely to last, for 12months or more. Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have a disability.

Please note – There has been guidance from the examination board in relation to students who suffer from anxiety. It is accepted and understood that all students facing examinations will do so with a level of anxiety. For anxiety to be recognised in terms of EAA, a formal medication diagnosis will be necessary.

For students who MAY have a need for additional arrangements, the following information will inform the decision for further investigation.

- Midyis testing completed at the start of Year 7
- Reading Age tests periodically completed in Year 7-9
- Data captures monitoring progress through Years 7-9
- Information from primary school
- Referrals from subject teachers
- Referrals from parents
- A history of need
- Specialist diagnostic testing (for example, Educational Psychologists reports, Lucid Lass, Pearson Dyslexia Screening Test, Secondary Language Link)
- Medical Diagnosis requiring additional arrangements (hearing impairment/vision impairment/physical impairment supported by a medical consultant letter)
- The normal way of day to day working in lessons (e.g. using a laptop)

Role of Key Academy Staff

Role of SENCO / Assistant SENCO

The SENCo will:

- ✓ Ensure specialist diagnostic testing is implemented to identify and support need and provide appropriate evidence for a candidate’s access arrangement
- ✓ Keep a record of evidence and complete recognized forms
- ✓ Inform students and parents of student need and access arrangements in place
- ✓ Inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams
- ✓ Arrange opportunities for students to practice their examination access arrangements before the examination so they are confident in their examinations

Role of Examinations Officer

The Examinations Officer will:

- ✓ Oversee all examination procedures
- ✓ Submit, with the SENCo, completed access arrangement applications
- ✓ Organise rooming for access arrangement candidates
- ✓ Organise and train invigilators and support personnel
- ✓ Oversee support for access arrangement candidates as defined in the JCQ access arrangement regulations

Role of Teaching and Support Staff

Teaching staff are responsible for ensuring that students entitled to Exam access arrangements are in place for students for all assessments.

- ✓ Evidence must be kept of the use and benefit of the arrangements.
- ✓ Subject teachers have a responsibility to alert the SEN and Exam departments in advance if they are needed to provide support for exams/ assessments

Evidence to Award EAA

In order for a center to apply to an exam board for access arrangements, the center needs to provide:

- Exam provision history
- Evidence of a student's normal day to day working
- Data protection sheet
- Testing by an external assessor employed by the academy
- Form 8 or Medical Diagnosis
- Notification from SENCo agreeing the provision
- Online application to the exam board
- Signature of the head of the center.

Please note:

***THESE MAY DIFFER DEPENDING ON THE ARRANGEMENTS REQUESTED ***

AN EXAM BOARD MAY CHOOSE TO NOT GRANT ACCESS ARRANGEMENTS, DESPITE AN APPLICATION

If a letter from a medical specialist is received requesting access arrangements for a student, JCQ regulations state that in order for such an access arrangement to be awarded the school has to have evidence that the student has historically received the extra support. The access arrangement should not 'suddenly be granted to the candidate at the time of his/her examinations'. If the said student has shown no signs of requiring said support, and has

successfully sat their exams independently it would be considered malpractice to award the access arrangement.

JCQ regulations also state:

"If a candidate has never made use of the arrangement granted to him/her..... then it is not his/her normal way of working. The arrangement should not be awarded for examinations."

Therefore, if a student does not use an ACCESS ARRANGEMENT in any of their examinations we will withdraw the access arrangement. If we continued with the Access Arrangement, we would be in breach of regulations which is considered malpractice.

Private Reports/Assessments recommending Exam Access Arrangements

JCQ specify that normal way of working is the priority when considering awarding an Access Arrangement to a student. Therefore, whilst we will read private reports, we will not automatically award an Access Arrangement based on it. It will, however, trigger an internal investigation into the normal way of working for that student.

As an exam centre we must ensure that no student is 'either given an unfair advantage or is disadvantaged' by any arrangements in place. We have our own internal specialist assessor. Often private educational psychologists recommend that children should receive exam access arrangements which can be in conflict with what the centre's specialist assessor recommends. As such we will not necessarily accept the recommendations of a Private Assessor.

Therefore, parents may request an independent assessment, however the Head of Centre may elect to accept or reject a privately commissioned report.

Monitoring

All procedures will be monitored by the SENCo, Examinations Officer and Head of Centre. This policy will be reviewed every two years.

Types of EAA

JCQ Approved EAA	Centre Awarded EAA
Additional time, scribe, human reader	Smaller room, reading pens, prompters, supervised rest breaks, laptops, overlays, coloured, coloured exam paper, larger fonts

TSLA SEN Team

SENCO - Clare Howard - Le Vierge

Assistant SENCO - Annie Pepper

Facility Manager - Fran Elworthy

SEN Manager - Sofia Ceren

Admin Support - Dawn Bradford

Year 7 Harbour LSA - Isha Pashley

Year 8 Harbour LSA - Lily Mabb

Year 9 Harbour LSA - Sammie Isden

Year 10 Harbour LSA - Caron Oakley

Year 11 Harbour LSA - Charlie Towers

Mainstream LSA Support - Kim Jarman

SEN Teacher (The Cove) - Jack McDougall

SEN Teacher (The Cove) - Richard Macaree

SEN Instructor - Terry Bowes

Zones of Regulation Lead LSA - Michelle Davis

Intervention LSAs (The Cove) - Tina Wicks, Val Degg, Jane Burden, Justine Golding

INA - Roberta King

Email contact: senco@thestleonardsacademy.org.uk

(This email inbox is monitored weekly)

Jargon Buster

ADHD: Attention Deficit Hyperactivity Disorder.

ASD: Autistic Spectrum Disorder.

LAC: Looked After Child (in the care of the Local Authority).

Differentiation: tailoring teaching and learning to meet the needs of all students.

EAL: English as an additional language (In itself, this is not an SEN issue).

Exclusion - Fixed-Term: A determined period of compulsory absence for a child due to a misdemeanour (as against a Permanent Exclusion).

EHCP: Education Health and Care Plan (a 'new' Statement of SEN under the current Code of Practice).

GCSE: Public exam taken by most pupils at 16.

Graduated Approach: short-term cycle of 'assess, plan, do review' for SEN pupils.

L.A.: Local Authority.

Personalisation: Planning and Teaching based on an individual child's needs.

Pupil Premium (extra money for a school if a pupil is from a low-income family, to be used directly for that child's benefit).

SEN Support: Children who are receiving support.

SENCO: Special Needs Co-ordinator (A legal requirement to have a SENCO in every school. It can be a shared arrangement with another school(s)).

SEND: Special Educational Needs and Disabilities.

SPLD: Specific Learning Difficulties (e.g. Dyslexia, Dyspraxia, Dyscalculia).

What is an EHCP?

An Educational Health Care Plan is a legal document which outlines a young person Special Educational Needs and/or Disability. It is written by the Local Authority in order to give the necessary help and support a young person needs to be able to make progress academically, socially and emotionally. This EHCP stays with the young person until they are 25.

For many young people with Special Educational Needs, their needs can be met by the school and the necessary support and intervention can be provided by the resources the school already has available.

If a young person's needs are not being met by the school, or the resources available are not significant enough to meet their needs, an EHCP can be applied for which will provide additional Top Up Funding to the school. This Top Up Funding is used by the school to implement the support identified by the local authority in the EHCP.

An EHCP can be applied for by a school or by a parent/carer. For an EHCP application to be successful, extensive evidence will need to be supplied to the Local Authority to prove that the school is unable to meet the needs of the young person. To show that the school has tried to meet the needs of a young person, an APDR (Assess Plan Do Review) cycle should have been completed along with an ANP (Additional Needs Plan) which has been reviewed 3 times by the school. This will show the measures that have been put in place to support the young person and whether the measures had any impact.

A school or educational setting may decide that the threshold for an EHCP will not be met and therefore may decide that an application is not necessary. It may be that a school believes that the needs of a young person are being met through the provision which is currently in place which is why an application for an EHCP is not necessary at this time. In this situation, parents/carers are still able to apply for an EHCP independently. For more information about this process, please visit <https://czone.eastsussex.gov.uk/>.

Once a school has decided that there is a need to apply for an EHCP, an application will be made to the Local Authority who will decide whether there is enough evidence to proceed. If they decide there is not, they will direct the school to hold a Way Forward meeting with the young person and parent/carers to consider what additional plans can be put in place by the school.

If a decision is made that an EHCP is appropriate, the Local Authority will investigate what the young person's needs are. This may involve additional assessments with various professionals which will help to identify what support is needed. There will be a co-production meeting where a draft EHCP will be discussed. The Local Authority will also decide how much additional Top Up

Funding will be needed for an educational setting to provide this lesson of support. They will also decide what kind of educational setting is most appropriate for the young person - a mainstream school, a special facility within a mainstream school or a special school. Once the EHCP has been finalised, the Local Authority will consult with educational settings and ask them to say whether they think they will be able to meet the needs of the student. A school can say whether they can or can't meet need at this point which the Local Authority will consider when they decide where they would like to place the young person.

When deciding on which educational setting is best for a young person, the LA will consider parental preference first and foremost. They will then consider which educational settings have said that they can meet need. They will also consider which educational setting is the closest.

Parents and carers are able to appeal the decisions made by the LA throughout the process if they disagree with decisions.

EHCPs will be reviewed by the educational settings once a year in an Annual Review. In this meeting, the targets on the EHCP will be reviewed and the progress of the young person will be evaluated. New targets can be set at this point. If a young person is not making progress, this will be discussed in the review and additional support will be considered. At this point, an education setting can apply for additional funding if they don't feel that the funding awarded is sufficient to provide for the young person. A change in placement can also be requested if either the school or parents/carers feel that a young person's needs are not being met. For this to be considered, extensive evidence will need to be provided that an education setting has tried a range of different support and interventions which have not been successful.

Seeking a Diagnosis

If you are concerned that your child might be showing traits of certain condition such as ADHD or ASD, we would firstly suggest you visit your GP to discuss your concerns.

Your GP may then refer directly to the appropriate service OR refer you back to the SEN department in the academy. Equally, the academy may wish to make a referral directly from the school. In this instance, we will contact home to discuss this and seek permission to begin the process.

We will complete a data gathering exercise from academy staff which will explore:

- Classroom progress
- Attitude to learning
- Behaviour Logs / Incidents
 - Attendance
- Feedback from academy staff
- Observations from the SEN department
 - Records from previous school
- In house screenings and assessment

If we deem there to be sufficient evidence for a referral, we will then refer to the appropriate service who will evaluate the evidence. They will then decide whether or not to take the referral forward to a screening stage. They will write to inform of this and you do have the right to appeal if you disagree with the decision.

If they decide to screen, two screening packs will be sent home - one to be completed by parents and carers and one to be completed by the school. These are sent back and the service will again review whether there is enough evidence to proceed with a screening. If there is, the young person will be added to the waiting list for screening and you will be contacted when an appointment is available.

This could be a considerable period of time. In the meantime though, the academy will be able to put our own reasonable adjustments in place to support our students. A diagnosis is useful but not necessary for a school to support your child to make progress.

Referrals for ADHD and ASC are both made to CAHMs via a Statement of Referral Form (SoR). These referrals must be made by a professional service and can not be made by a parent/carer.

ACCESSING SEN INFORMATION

- Check SEN information on Classcharts for Pupil Passports with individualised plans and information.
- Check the SEN information area in FILES in the GENERAL CHANNEL on Teams.
- Familiarise yourself with how to make referrals to the SEN team to ask for additional support.
- Explore EAA and ensure these are the students normal ways of working.

EAL Friendly Classrooms

- 1 - Find a 'buddy' (ideally same gender).
- 2 - Seat the young person at the front of the classroom where they can access support.
- 3 - Provide the young person with a bilingual dictionary to support their understanding of key words and use visuals where possible.
- 4 - Place in high ability sets where they will be surrounded by rich language experiences.
- 5 - Include the young person at all times, ensure everyone knows their name and how to pronounce it.

POSITIVE CLASSROOM ENVIRONMENTS

- Look at the your classroom and consider:
- Is the lighting suitable?
 - Are students going to be comfortable?
 - Is the temperature comfortable?
 - Is there enough space for students to work?
 - Are the resources readily accessible?
 - Are there any avoidable distractions?
 - Is the space tidy and looked after?
 - Is the area safe?
 - Are there clear and consistent routines?

Dyslexia Friendly Classrooms

- 1 - Use dyslexia friendly fonts, buff colours and blue fonts on PowerPoint and for handouts.
- 2 - Avoid tasks involving lots of copying.
- 3 - Use a range of different learning strategies to support learners.
- 4 - Avoid overloading with information - check understanding and allow adequate processing time.
- 5 - Trial different adjustments to support learning - including setting homework which is accessible for all.

The TSLA Way Supporting Students with Additional Needs

Building relationships and listening to pupil voice should be at the heart of our support. Be CURIOUS not FURIOUS - behaviour is also a method of communication.

Deescalative Classrooms

- 1- Focus on PRIMARY BEHAVIOURS rather than SECONDARY BEHAVIOURS.
- 2 - Think about your own tone / volume and proximity/body language.
- 3 - Address behaviours individually rather than in front of the whole class.
- 4 - Make expectations and consequences clear. Use 'language of choice.'
- 5 - Try positive behaviour management strategies - recognising what is going well and rewarding this.

SUPPORTING THE SEN TEAM

Please check your emails and CPOMS for round robins and information gathering exercises. We have a statutory obligation to review students EHCPs yearly. Please set aside some time and ensure you:

- Answer all questions
- Answer honestly but professionally and without emotion or bias
- Add detail and explanation
- Complete within the timeframe outlined

Communication Friendly Classrooms

- 1 - Avoid using ambiguous language with young people.
- 2 - Avoid overloading displays and signs - use simple sentences and vocabulary.
- 3 - Model the language you expect and model key questions which encourage extending and expanding ideas.
- 4 - Does your classroom layout allow for students to communicate with adults and peers?
- 5 - Are opportunities for communication planned for and supported in lessons?

SEN 'EDUCATION'

For staff:

CPD sessions will be run throughout the year through face to face sessions or through training videos. If there is any additional training you would like, please inform the SEN team.

For students:

We will run assemblies for whole year groups and in tutor times to help educate young people about additional needs to develop a more inclusive and understanding culture.