

Alec Hunter Academy SEND Report 2023-24



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Date of Publication: March 2024

Introduction

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEND report on their website and update it when required, at least annually.

The report must contain:

A: such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs.

B: information as to:

- (i) the arrangements for the admission of disabled persons as pupils at the school;
- (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
- (iii) the facilities provided to assist access to the school by disabled pupils;
- (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan located separately on website).

Contents

1. Contact information
2. Identification
3. Admission
4. The Department
5. Who we work with
6. Reviewing
7. Support
8. Opportunities
9. Governing body
10. Parents
11. Transition
12. Staffing and relevant qualifications
13. Communication
14. Local Offer

1. Contact information

Mrs C Gillett is the SENCo and has day-to-day responsibility for coordinating SEND provision at Alec Hunter Academy. Her contact number is 01376 321813 for the main office. Mrs M Byford is the Assistant SENCo and can be contacted on the same number.

2. Identification

At Alec Hunter Academy we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or Disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need and ensure that all students can partake in the daily life of the school. We identify the needs of students in a range of ways. We use data sources from primary schools, school assessments and psychometric tests. We also have a range of ability tests, which help us identify how best we can support our students. Teacher feedback and information from parents and external professionals is also paramount in understanding the needs of our students. Tests available to us include Lucid Exact, WRAT4, DRA, and Vernon Spelling Test. Students are identified through regular monitoring by class teachers, support staff and pastoral teams. They will report any concerns to the SENCo, the Assistant SENCo or relevant Student Development Advisors. Further assessment or investigation, if required, can be carried out by staff or relevant outside agencies. Staff can raise concerns directly with the SENCo or Assistant SENCo at any time. Parents can also raise any concerns with the school at any time through the pastoral systems, teaching staff or directly with the SENCo or Assistant SENCo.

3. Admission

There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities and challenges.

4. The Department

The department is made up of a team of eighteen full and part time staff. That includes fifteen Student Development Advisors; a SEN Administrator, Assistant SENCo and SENCo. Combined, our department offers a range of support. These include in-class support, small group work, extra-curricular activities and groups, before & after school supervision and break and lunch club where students can choose the games they play.

5. Who we work with

We currently have pupils with a range of SEND needs including autism, physical and neurological impairments, specific learning difficulties (including dyslexia), SEMH, SLCN, hearing impairment and learning difficulties. We have students with additional needs in all four of the SEND outlined categories, Cognition and Learning, Communication and Interaction, Social, Emotional, Mental Health difficulties and Physical and Sensory

The number of students we support are:

Alec Hunter Academy Year group	Total Pan for each year group	Total in year group	EHC Plans	School Support	Total EHC Plans & School Support	%
Year 7	218	216	4	43	47	21.6
Year 8	210	210	4	45	49	23.3
Year 9	222	221	16	23	39	17.6
Year 10	216	214	5	18	23	10.7
Year 11	198	198	3	17	20	9.6
Total	1064	1059	32	146	178	16.9

Headline Figures from DfE		AHA	
State funded secondary school	EHC Plans	2.4%	3%
	SEN Support	12.4%	13.8%
National Average	EHC Plans	4.3%	-
	SEN Support	13%	-

6. Reviewing

All students with an Education, Health and Care Plan, have a One Planning document which is shared with students and staff and is reviewed regularly. Students with an Education, Health and Care Plan also have an Annual Review which is monitored by the Local Authority. These students may receive support in class as well as from external agencies and/or school-based specialists, depending upon their needs and wishes, as identified in the EHCP or their One Planning document. Also, where students are identified as requiring SEN support, these students are issued with a Student Development Plan (SDP). These students may receive support in class as well as from external agencies and/or school-based specialist depending upon their need. This may involve outside agencies such as Speech and Language Therapy (SALT), Advisory Teachers for Specific Learning Difficulties and the Educational Psychology Service. The thoughts and wishes of the child are at the centre of everything we do to support them, and they are involved at every step to guarantee that the support offered is best for the individual and meets their needs. Care is taken to support and guide students where their personal wishes may not be in their best interests and may hinder their progress in meeting their best possible outcomes.

7. Support

At Alec Hunter Academy we are inclusive and believe all children have the right to a balanced and broad curriculum. Quality first teaching is key in this success. Staff training and regular communication is at the heart of identifying and supporting our learners. We are able to be flexible to the individual needs of students and can provide opportunities for support in many differing ways, including 1-2-1 sessions, small groups, therapy and counselling, in-class support, and the use of external agency support. We offer training to all of our teaching staff through INSET to ensure that all staff have the knowledge and skills to work with our SEN pupils. This enables us to offer an adapted curriculum to meet the needs of all our learners. We also have GCSE alternatives such as Entry Level Qualifications for Maths and Science. We have designated support for mental health and wellbeing. Mr Doolan (Assistant Headteacher) works alongside the SEN team and oversees the provision for LAC children and works with relevant agencies such as Virtual Schools and Social Care in ensuring their support needs are met.

8. Opportunities

We value all our students equally, irrespective of race, social class or disability and treat them all equally. All students are given the opportunity to attend after school clubs, trips (including residential trips) and to take on roles and responsibilities throughout the school, such as the Student Voice, Prefect and Peer Mentor.

9. Governing Body

The Governing Body receive termly updates on the SEN provision offered at Alec Hunter Academy, including new developments, successes, and areas for future development. Current and new legislation is also reviewed, as well as information on local and national programmes and research which may be relevant.

10. Parents

The role played by the parents/carers of pupils with special educational needs is essential to the well-being of their children within school. They are involved in all meetings relevant to the needs of their child and we rely on their expertise. Parents may meet with the SEND team, Pastoral Team, Wellbeing Team or Senior colleagues depending on support required for their child. Parents are invited to attend all One Planning and Annual Reviews for students with an Education, Health and Care Plan. They are offered in person, online or over the telephone to support attendance and access. In addition, all students with SEN support will meet with either the SENCo or Assistant SENCo each year to review the students support, and these can be updated/amended during parents evening or when support needs amending.

11. Transition

Transition arrangements are very important. The SENCo and Assistant SENCo will visit primary schools when appropriate and liaise with the Year 7 Head of Year and Student Support Leader and share information to all appropriate staff.

Students with an Education, Health and Care Plan will also receive support from the careers service (IAG) as part of their Annual Review in year 9 and again in year 11 to ensure that they are fully prepared for the transition to adulthood. The SENCo and Assistant SENCo and Lead SDAs will also support students and parents through this transition.

12. Staffing

Staff
Mrs Arnold
Mrs Bashford
Mrs Beney
Mrs Burgess
Mrs Byford
Mrs Cartwright
Mrs Fish
Mrs Gillett
Miss Harris
Mrs Harris
Mrs Howson
Miss Jenkins
Mrs Marshall
Miss MacDonald
Mrs Mackay
Mrs Robinson
Mrs Sambridge
Mrs Sharp

Most staff have received training in Autism, ADHD as our most prevalent needs. Some staff have received training in Speech, Language and Communications needs, Hearing impairment, Vision impairment, Anger Management, Mentoring, Coaching, Self Harm, Therapeutic conversations, and Examination Access Arrangements.

13. Communication

At Alec Hunter Academy we encourage open communication at all times. Where an issue arises, we encourage parents/carers to contact relevant staff members immediately. If you are not satisfied with any aspect of the SEND provision provided at Alec Hunter Academy, please follow the complaints procedure.

14. Local Offer

Essex County Council have published their Local Offer: www.essexlocaloffer.org.uk. this outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.