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Company Registration Number: 10745840 (England and Wales)

Elements Academy

SEND Information Report

DATE: October 23

1	Summary	Elements SEND information report			
2	Responsible person	Debbie Gamwell			
3	Accountable ELT member	Vicky Woodrow			
4	Applies to	Elements Academy			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Vicky Woodrow			
7	Equality impact analysis completed	Policy Screened	Y/N	Template completed	Y/N
8	Ratifying committee(s) and date of final approval	APRC			
9	Version	1.1			
10	Available on	Every	Y	Trust Website	N
				Academy Website	Y
				Staff Portal	N
11	Related documents (if applicable)	SEND Policy			
12	Disseminated to	All Elements Academy			
13	Date of implementation (when shared)	October 2023			
14	Date of next formal review	October 2024			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes
Sept 2022	1.0	New report	Initial report for Elements Academy
Sept 23	1.1	Data	Update on the types of SEND that we cater for at Elements Academy to include % Addition of information around our SEND Intervention Practitioner

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1. The kinds of SEND that are provided for

Elements Academy currently provides an appropriate education for a majority of pupils who have SEMH as a primary need as detailed in their EHCP, other primary diagnoses are detailed below.

Autistic Spectrum Disorder	4	2.88%
Autistic Spectrum Disorder and Moderate Learning Difficulty	1	0.72%
Autistic Spectrum Disorder and Other Difficulty/Disability	1	0.72%
Autistic Spectrum Disorder and Social, Emotional & Mental Health	4	2.88%
Autistic Spectrum Disorder and Specific Learning Difficulty	1	0.72%
Autistic Spectrum Disorder and Speech, Language and Communication Needs	1	0.72%
Moderate Learning Difficulty	6	4.32%
Moderate Learning Difficulty and Social, Emotional & Mental Health	1	0.72%
Moderate Learning Difficulty and Specific Learning Difficulty	1	0.72%
Moderate Learning Difficulty, Speech, Language and Communication Needs and Hearing Impairment	1	0.72%
Other Difficulty/Disability	4	2.88%
Other Difficulty/Disability and Social, Emotional & Mental Health	3	2.16%
Other Difficulty/Disability and Speech, Language and Communication Needs	1	0.72%
Physical Disability	1	0.72%
Severe Learning Difficulty	1	0.72%
Social, Emotional & Mental Health	68	48.92%
Social, Emotional & Mental Health and Attention Deficit (Hyperactivity) Disorder	1	0.72%
Social, Emotional & Mental Health and Autistic Spectrum Disorder	3	2.16%
Social, Emotional & Mental Health and Dyslexia	1	0.72%
Social, Emotional & Mental Health and Moderate Learning Difficulty	3	2.16%
Social, Emotional & Mental Health and Other Difficulty/Disability	1	0.72%
Social, Emotional & Mental Health and Physical Disability	1	0.72%

Social, Emotional & Mental Health and Social, Emotional & Mental Health	2	1.44%
Social, Emotional & Mental Health and Specific Learning Difficulty	6	4.32%
Social, Emotional & Mental Health and Speech, Language and Communication Needs	3	2.16%
Social, Emotional & Mental Health, Social, Emotional & Mental Health, Speech, Language and Communication Needs and Social, Emotional & Mental Health	2	1.44%
Social, Emotional & Mental Health, Social, Emotional & Mental Health, Speech, Language and Communication Needs, Speech, Language and Communication Needs, Specific Learning Difficulty and Specific Learning Difficulty	1	0.72%
Specific Learning Difficulty	3	2.16%
Specific Learning Difficulty and Social, Emotional & Mental Health	3	2.16%
Specific Learning Difficulty, Autistic Spectrum Disorder and Other Difficulty/Disability	1	0.72%
Specific Learning Difficulty, Social, Emotional & Mental Health and SEN Support, No Specialist Assessment	1	0.72%
Speech, Language and Communication Needs	4	2.88%
Speech, Language and Communication Needs, Moderate Learning Difficulty and Other Difficulty/Disability	1	0.72%
Speech, Language and Communication Needs, Social, Emotional & Mental Health and Moderate Learning Difficulty	1	0.72%
Speech, Language and Communication Needs, Specific Learning Difficulty and Social, Emotional & Mental Health	1	0.72%
Vision Impairment	1	0.72%

2. Identifying pupils with SEND and assessing their needs

Referral to Elements Academy is through the Local Authority SEND panel via the EHCP team as part of the Annual Review process. All pupils who attend Elements Academy have an EHCP detailing this as their provision.

The SEND Panel is held fortnightly and comprises a team of Local Authority representatives and other professionals including Inclusion service colleagues, Education Psychologists and current LA Head Teachers.

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

- Is significantly slower than that of their peers starting from the same assessed point
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers, despite receiving differentiated learning opportunities;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional needs as assessed by the use of Strength and Difficulties Questionnaires and the Warwick and Edinburgh Mental Well-being Scale.

3. Consulting and involving pupils and parents/carers

Staff will have an initial discussion with the pupil and their parents / carers where Elements has been proposed as a suitable placement via the LA SEND panel. These conversations will make sure that we have:

- a good understanding of the pupil's areas of strength and need;
- The parents'/ carers' views / concerns are considered;
- Everyone understands the process related to application and placement and desired outcomes for pupils.
- Everyone is clear on what the next steps are and their role in ensuring they are achieved.

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

4. Assessing and reviewing pupils progress towards outcomes

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will initially draw on Information detailed in the pupils' EHCP alongside the latest information from the Educational Psychologist and the latest report from their EHCP annual review.

Information will also be gathered from:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment and behaviour records;
- The individual's development in comparison to their peers and national data;
- Assessment from previous teachers and other professionals, where relevant
- The views and experience of parents / carers;
- The pupil's own views;
- Advice from external support services, where relevant.

All assessments will be regularly reviewed.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought through the EHCP targets, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed through monitoring of targets and analysis.

A review of the EHCP will take place annually as per statutory guidance. All staff and other agencies who are involved with the pupil will be invited to attend the meeting and asked to submit reports. Pupil and parent/ carer's views will also be sought and form part of the report submitted to the local authority.

5. Supporting pupils moving between phases and preparing for adulthood

Where we are aware of pupils' choice of provider or type of course they would like to pursue in post 16 education appropriate professionals will be invited to attend all Annual Review meetings from Y9 onwards.

We will share information with a pupil's next educational setting through a detailed transition plan.

This will usually be their latest EHCP, latest Annual Review report and also information on attendance and behaviour data as well as further SEN information, which will help inform the next setting of any adjustments or interventions which may need to be put in place.

We will endeavour to ensure all pupils have a comprehensive careers package and will have access to and experience a range of talks from post-16 providers and mock interviews to help prepare them for the next phase of their education.

6. Our approach to teaching pupils with SEND

Elements Academy is committed to the promotion of support and commitment to supporting children's needs. Everyone will be offered a broad and balanced curriculum in an inclusive setting, appropriate to their academic and SEND needs.

Further information regarding our curriculum offer can be found on our school website: www.elementsacademy.uk.com.

Teachers are responsible and accountable for the progress and development of all the pupils they teach. Quality First Teaching is our first step in responding to pupils and ensuring that we are meeting their needs.

7. Adaptations to the curriculum and learning environment

The following adaptations are made to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson; type of nurture provision (academic, vocational, practical).
- Adapting resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font; sensory curriculum resources.
- Differentiating teaching, for example, Examination Access Arrangements including: giving longer processing time; pre-teaching of key vocabulary; reading instructions aloud; scribes, practical assistants.
- The curriculum at Elements Academy is broad, balanced and based on the six principles of nurture and addresses the individual needs of the pupils. Pupils engage in subjects including, English, Maths, Science, Food Tech, Art, ICT and PE, additional aspects are Nurture and PSHE sessions. This is together with personalised sessions delivered on a one-to-one basis, where appropriate, according to individual pupil need. The curriculum offers all pupils a bespoke and individual approach to learning.
- British Values and SMSC are threaded throughout the curriculum, through breakfast time, core subjects and PSHE sessions. Breakfast time encourages pupils to reflect on their perspectives and beliefs and to consider those of others, for example, ethnicity, bullying, disability and perspective. Assemblies are also delivered via TEAMS on a weekly basis.

8. Additional support for learning

Our staff are experienced and skilled at delivering a variety of specialist interventions. Staff support pupils either on a 1:1 basis or in small groups, as appropriate, to address a specific need.

We use Boxall Profiles and SDQs to identify any individual needs and targets and individual sessions are allocated to support a specific need and then reviewed after no later than 6 weeks of intervention. We have a specific SEND Intervention Practitioner who works with students on a 1:1 basis.

9. Expertise and training of staff

Our staff are highly specialised across differing areas of need and are all involved in regular Continued Professional Development (CPD), which includes training from

outside specialists as well as sharing good practice and training. Where appropriate, staff have access to accredited courses and qualifications to support their development as highly skilled practitioners. This includes:

- TEAM TEACH
- Safeguarding
- Adverse Childhood Experiences
- Nurture training in the 6 Principles of Nurture
- Emotion Coaching and Wellbeing
- Understanding Behaviour as Communication
- Supporting SEMH Progress in the curriculum
- Restorative Practice
- Understanding Attachment Theory
- Subject specific training
- Curriculum updates

10. Evaluating the effectiveness of the SEND provision

We evaluate the effectiveness of provision for pupils with SEND by: **Holding annual reviews for pupils with EHC plans and monitoring targets throughout the year.**

- Reviewing pupils' individual progress towards their EHCP targets each term
- Reviewing progress towards Boxall targets;
- Reviewing the impact of interventions at regular intervals;
- Using / analysing pupil Strength and difficulties questionnaire outcomes;
- Monitoring by the SENDCo
- Reviewing Pathway progress
- Reviewing pupils' mental health and well-being through the Warwick and Edinburgh Mental Health and Well Being Scales.
- Collating academic progress data.

11. Working with other agencies

Elements Academy recognises that it is essential to establish positive and effective working relationships with other agencies to ensure the best outcomes for all pupils. Partnerships with agencies providing additional support for students with SEND include:

- LA EHCP Team
- Education Psychologist Service
- Autism Spectrum Condition service
- Inclusion service
- Child and Adolescent Mental Health Services (CAMHS)

- Early Help Team
- SENDIASS
- Local – school nurses & health visitors
- Speech & language therapist
- Occupational therapists/ Physiotherapists;
- GPs / consultants
- Community Paediatricians/hospital consultants/dieticians
- Police
- Family support workers.
- Neuro-pathway referrals
- Sensory specialists
- On site therapy team

12. Complaints about SEND provision

Complaints about SEND provision should be made to the SENDCo in the first instance. Elements Academy complaints policy / procedure will then be followed.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that a school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

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

13. Contact details of support services for parents/carers of pupils with SEND

Rotherham SENDIASS : 01709 823627

Address
Rotherham SENDIASS
Riverside House
1st Floor, Wing C
Rotherham
S65 1AE
South Yorkshire

14. Contact details for raising concerns

Elements Academy – 01909 212231

15. The Local Authority offer

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

16. Monitoring arrangements

This policy and information report will be reviewed by the Board of Trustees every year. It will also be updated if any changes to the information are made during the year.

17. Monitoring arrangements

This policy links to other Elements Academy policies including:

- Accessibility plan;
- Antibullying;
- Relationship and Behaviour Policy;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy;
- Supporting pupils with medical conditions.