



ATHENA
LEARNING TRUST

The Ilfracombe Academy SEND Information Report



SEND Information Report 2024 – 25

Types of SEND Provided for at The Ilfracombe Academy (TIA)

Our school offers support and provision for a wide range of needs, including:

- **Communication and Interaction:** For example, Autistic Spectrum Condition, Asperger's Syndrome, and speech and language difficulties
- **Cognition and Learning:** For example, dyslexia, dyspraxia
- **Social, Emotional and Mental Health:** For example, Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical Needs:** For example, Visual Impairments, Hearing Impairments, Processing Difficulties, and Epilepsy

Identifying Students with SEND and Assessing their Needs

Upon entry, we will assess each student's current skills and attainment levels, building on their experiences in previous settings and Key Stages, where applicable. Class teachers will regularly monitor and assess the progress of all students, identifying those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap, which may include areas beyond academic progress, such as social needs and development

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will begin by considering the desired outcomes, including the expected progress and attainment, as well as the views and the wishes of the student and their parents/carers. This information will guide our decision to determine the support that is needed and whether we can meet needs by adapting our core offer, or whether alternative or additional support is required.



ATHENA
LEARNING TRUST

Consulting and Involving Students and Parents/carers

We will have an early discussion with the student and their parents/carers to determine whether special educational provision is needed. These conversations will ensure that:

- everyone develops a clear understanding of the student's strengths and areas for further development
- we carefully consider the perspectives and feedback from parents/carers
- everyone is aligned on the agreed outcomes for the student
- the next steps are clearly defined and understood
- a record of these discussions will be added to the student's file and can be shared with their parents/carers. Parents/carers will receive formal notification when a decision is made to provide SEND support

Assessing and Reviewing Students' Progress Towards Outcomes

We will follow the graduated approach, using the four-part cycle of **assess, plan, do, review**. The class or subject teacher, in collaboration with the SENDCo and relative support teams, will conduct a clear analysis of the student's needs. This will draw on:

- the teacher's professional assessment and knowledge of the student
- previous progress, attainment, and behaviour
- assessments from other teachers, where applicable
- the individual's development in relation to their peers and national data
- the views and experience of parents/carers
- the views of the student
- guidance from external support services, when relevant

The assessment will be reviewed regularly, ensuring that all teachers and support staff working with the student are aware of their needs, the desired outcomes, the support provided, and any specific teaching strategies or approaches. We will regularly review the effectiveness of the support and interventions, monitoring the impact of these on the student's progress.

Supporting Students Between Phases and Preparing for Adulthood

A member of the SEND team attends Year 5 and Year 6 EHCP reviews for students planning to join The Ilfracombe Academy. The school hosts open mornings and an open evening for Year 6 students. As part of our induction programme, staff visit students at their primary schools, and we hold dedicated transition days for all incoming Year 7 students in July. Additionally, a welcome meeting is organised for parents/carers to ensure a smooth transition.

The transition process from our primary schools includes:

- In the autumn term, the SEND team and Head of Year visit feeder primary schools to meet with the SENDCo. They review all students on the SEND register in Year 6, as well as any higher-needs students in Year 5. Support strategies are discussed, and a transition plan is created. It is key that this process begins during primary school.
- The SEND team complete further visits during the spring term to observe students in their lessons.
- Year 6 teachers are invited to visit The Ilfracombe Academy for an informative taster session and staff presentation, providing them with insights to better support students during the transition process.
- The Head of Year 7, accompanied by a group of Year 7 students, visit feeder schools to lead a question-and-answer session for students.
- In the summer term, the SEND team and Head of Year 7 visit feeder schools again to deliver a presentation to students and meet with the class teacher to discuss individual student needs.

We will share information with the school, college, or other setting the student is moving to.

The transition process to college includes:

- College SENDCos are invited to Year 11 EHCP review meetings, allowing for a discussion of post-16 support within the student's future placement. This provides an opportunity for both the parent and student to meet with the SEND lead, addressing support needs, concerns, additional transition days, campus tours, and course entry requirements.



ATHENA
LEARNING TRUST

Our Approach to Teaching Students with SEND

All teaching and support staff are fully informed about the various categories of special educational needs and receive guidance on how to support students with these in the classroom. New staff members undergo comprehensive training on special educational needs as part of a well-structured induction programme. In addition, teachers receive regular updates on SEND developments through daily CPD and INSET training sessions.

Teachers are responsible and accountable for the progress and development of all the students in their class, and high-quality teaching is our primary approach to meeting the needs of students with SEND. This teaching will be scaffolded for individual students.

We will also provide the following interventions:

- Literacy intervention – Lexia, Lexonik & Corrective Reader
- Morning greeting check ins
- Targeted support from our Communication & Interaction specialist
- Targeted support from our Social, Emotional and Mental Health specialist
- Pastoral support
- Referral to external specialists

We also provide the targeted social time activities to support the needs of identified students.

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all students' needs are met:

- **Ensuring that the curriculum is accessible to all students.** For example, creating well designed sequenced curricula and planned lessons, use of our research based teaching fundamentals, grouping and 1:1 work.
- **Adapting resources and staffing,** including the use of recommended aids such as laptops, visual timetables, larger fonts, reader pens, etc.
- **Scaffolding using our teaching fundamentals,** for example, by providing clues and cues, modelling work and targeted questioning.

For further information, please refer to our accessibility plan.

Additional Support for Learning



ATHENA
LEARNING TRUST

We have Learning Support Assistants (LSAs) who are trained to deliver interventions such as Thrive, Lexia and Lexonik and a range of other interventions as listed above.

LSAs will support students on a 1:1 basis when it is identified through an EHCP.

LSAs will also support students in small groups when directed to by the class teacher, or when delivering an intervention.

We work with the following agencies to provide support for targeted students:

- Devon County Council (DCC)
- DCC Advisory teachers
- DCC Educational Wellbeing Advisor
- DCC Inclusion team
- SEN services southwest
- Early Help
- The Devon SEN statutory team
- Educational Psychology service

Staff Expertise and Training

Staff receive daily CPD and regular INSET days with a strong focus on supporting our most vulnerable students. We use our researched teaching fundamentals to ensure lessons include high quality teaching.

Our support teams work collaboratively to ensure a thorough graduated approach using the assess, plan, do and review cycle.

Our SEND team is dynamic and has consistent training in how to support students' needs in all areas of school, ensuring that students attend well, behave well and achieve well. Any barriers to learning are identified in collaboration with identified staff, the students themselves and their families to ensure that appropriate support is put in place in a timely manner.

Extra-curricular

All of our extra-curricular activities and school trips, including social time and after-school clubs, are available to all students and we actively encourage students to participate in these. No student is ever excluded from taking part in these activities because of their SEND or disability.

Supporting Emotional and Social Development

We support students in improving their emotional and social development in the following ways:

- Character curriculum, including morning greeting, assemblies, reflections and PCRE lessons.
- Committed pastoral teams.
- Key worker programme for students on our SEND register.
- Encourage students to join in with extracurricular activities.
- School council.
- Support at social times.
- Targeted interventions for identified students.

Evaluating the Effectiveness of SEND Provision

We assess the effectiveness of SEND provision through the following processes:

- Reviewing individual student progress following the graduated approach.
- Monitoring progress through termly data and intervention tracking in collaboration with appropriate support teams.
- Conducting lesson visits and reviewing students' work.
- Holding annual reviews for students with EHC plans.
- Evaluating the impact of interventions after 6 weeks.

Working with External Agencies

Where a student's need requires expertise beyond what is available within the school, we collaborate with external agencies such as SEN Services Southwest, Educational Psychologists, Early Help Referrals, and Devon County Council. These are all undertaken in full consultation with students and their parents/carers.

Complaints About SEND Provision

Any concerns or complaints regarding SEND provision should be directed to the SENDCo in the first instance. If necessary, the matter will be referred to the school's formal complaints procedure. Parents/carers of students with disabilities have the right to make disability discrimination claims to the First Tier SEND Tribunal if they believe their child has been discriminated against by the school.



ATHENA
LEARNING TRUST

The Local Authority Offer, Further Information, and Support Services

To ensure you are fully informed about resources for children with Special Educational Needs and Disabilities, we have provided links to some helpful websites, including the Devon Local Offer which we hope you will find helpful:

Devon Local Offer Website: <https://new.devon.gov.uk/send>

Devon Information and Advice (DIAS) website (formerly Parent Partnership): www.devonias.org.uk