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# The Ilfracombe Academy SEND Information Report



## **SEND Information Report 2023 – 24**

### **The kinds of SEND that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **Identifying students with SEND and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify 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. This may include progress in areas other than attainment, for example, social needs.
- 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 start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

### **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views Advice from external support services, if relevant
- The assessment will be reviewed regularly.
- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
- We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **Supporting students moving between phases and preparing for adulthood**

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

A member of the SEND team attends Year 5 and Year 6 EHCP Reviews (for those students intending to come to The Ilfracombe Academy); The Ilfracombe Academy hosts open mornings and an open evening for students in Year 6 in the Autumn term of each academic



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year; the school meets with students in their primary schools as part of the induction programme; the school holds transition days for all upcoming Year 7 students in July, in addition to a parent's welcome meeting.

The transition process from our primary schools includes:

- The SEND team and Head of Year visit feeder primary school in the Autumn term to meet with the SENDCo to discuss all students on the SEND register in year 6 and any students higher needs students in year 5. Strategies of support are discussed as well as creating a plan for transition. It is key that this begins during primary school.
- The SEND team complete further visits during the Spring term to observe students in their lessons.
- The Head of Year, along with a group of year 7 students visit feeder schools to lead a question-and-answer session.
- The SEND team and Head of year visit feeder schools in the Summer term to share a presentation to students and meet with the class teacher to discuss individual students.

The transition process to college includes:

- College SENDCos are invited to Year 11 EHCP review meetings so that post-16 support can be discussed within their placement. This also provides an opportunity for the parent and student to meet with the SEND lead and talk openly about support, concerns, extra transition days, tours and course entry requirements.
- We also work with the Travel Training Team to ensure that our students are confident and prepared to travel independently on public transport to their post-16 placement.

### **Our approach to teaching students with SEND**

All teaching and pastoral staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom. New members of staff are trained on special education needs through a well-planned induction programme and teachers, through inset training sessions, receive regular updates on developments in special educational needs. Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

Literacy intervention – Lexia and Lexonik  
Reading Comprehension  
1:1 Reading



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Handwriting  
Touch Typing  
Morning greeting check ins  
Communication and Interaction intervention  
Social, Emotional & Mental Health (SEMH) intervention  
Thrive intervention  
Mentoring – Internal & External

We also provide the following social time activities that have been selected to meet the needs of our SEND students:

- Lego club
- Games club – with a focus on maths and literacy
- Art club
- Social skills club

### **Adaptations to the curriculum and learning environment**

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

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing. Using recommended aids, such as laptops, visual timetables, larger font, reader pens etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please refer to our accessibility plan for further information.

### **Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as Thrive, Lexia and Lexonik and a range of others listed above.

Learning Support Assistants will support students on a 1:1 basis when it is identified through an EHCP or the Advisory Teaching Service suggest a prescribed intervention.

Learning Support Assistants will 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 students with SEND:

Devon County Council (DCC)  
DCC Advisory teachers  
DCC Educational Wellbeing Advisor  
DCC Inclusion team



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SEN services southwest  
Early Help  
The Devon SEN statutory team  
Educational Psychology service

### **Expertise and training of staff**

In the last academic year, staff have been trained in a range of SEND needs and strategies. Our focus is for all staff to have a strong understanding of SEND needs and how to best support students within the classroom. All staff received regular training on a relational approach to build strong rapport with our students. Our LSA's actively seek continued training, this includes ongoing training on support students in secondary schools with dyslexia, hearing impaired training and training on mutism. Our SEMH lead LSA receives regular training as part of being a Thrive practitioner. In addition, the lead SEMH LSA also receives training on children in care through the Designated Teacher networking meetings.

### **Extra-curricular**

All of our extra-curricular activities and school visits are available to all our students, including our social time and after-school clubs.

All students are encouraged to go on our residential trip(s) when they are planned including year 7 Residential, theatre trips and all field work.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND or disability.

### **Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

Students with SEND are encouraged to take a full and active part in our Character Curriculum programme.

Students with SEND are also encouraged to be part of School Sports Team to promote teamwork/building friendships etc.

SEND students have access to our Learning Support Centre (LSC3) at social times to develop social skills with other students in a structured and supervised setting.



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We have a zero tolerance approach to bullying.

SEMH support through our trained Thrive practitioner, key workers and pastoral teams.

### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

Reviewing students' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Monitoring by the SENDCO using termly data and intervention data to measure progress

Learning walks and book scrutinies.

Holding annual reviews for students with EHC plans

### **Working with other agencies**

Where the needs of a student require expertise that is not available in the school, the school uses external agencies such as SEN services southwest, Educational Psychologists, Early Help referrals and Devon County Council. This is undertaken in full consultation with parents.

### **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints procedure. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

### **The Local Authority Offer and further information and Support Services**

In order to ensure you are fully informed about what is available for children with Special Educational Needs / Disability, we have provided links to some 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](http://www.devonias.org.uk)