



Atlantic Academy

Part of the Athena Learning Trust

Atlantic Academy SEND Information Report 2022-2023

Date: November 2022

This report applies to Atlantic Academy and all governors and staff of the school must abide by the scheme, which has been adopted in accordance with and pursuant to the Equalities Policy of the Athena Learning Trust.

This report is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

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SEND Information Report 2022-2023

An overview: 2022-2023

| | Total Students | Number EHCP | Number K | Total | % EHCP | % SEND |
|--------------|----------------|-------------|----------|-------|--------|--------|
| 7 | 56 | 5 | 9 | 14 | 8.9 | 25.0 |
| 8 | 38 | 6 | 11 | 17 | 15.8 | 44.7 |
| 9 | 56 | 5 | 9 | 14 | 8.9 | 25.0 |
| 10 | 59 | 12 | 12 | 24 | 20.3 | 40.7 |
| 11 | 51 | 5 | 8 | 13 | 9.8 | 25.5 |
| Total | 260 | 33 | 49 | 82 | 12.7 | 31.5 |

1. The kinds of SEN 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 (ASD), Speech and Language Difficulties such as Developmental Language Delay (DLD);
- Cognition and Learning, for example, dyslexia, dyspraxia;
- Social, Emotional and Mental Health (SEMH) difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;

2. Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry. This builds on previous information from previous settings. We utilise online GL Assessment Reading (NGRT) and Spelling tests (NGST) to determine each student's reading and spelling ages. We also assess our students using Cognitive Ability Tests.

Class teachers regularly assess the progress of pupils 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.

This may include progress in areas other than attainment, for example, social needs.

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

When considering whether special educational provision is required, we reflect on the expected progress and attainment made by the student and the views and the wishes of the pupil and their parents or guardians. This information is used to determine if additional support is required and whether this support can be provided by adapting our core offer. A student is added to the academy's SEND register if the student requires support that is different from and in addition to, support provided to other students.

3. Consulting and involving pupils and parents

The academy believes that working in partnership with parents is critical to effectively supporting students. Parents are consulted when additional provision is considered. We consult with parents to ensure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- parents are aware of the school strategies that have worked well and those that have been less effective;
- the academy take account the student's concerns;
- everyone understands the outcomes sought for the student;
- everyone understands the next steps in terms of improving progress and removing barriers to learning.

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

If it is decided that a student requires additional support, parents and guardians are formally notified by email or letter. Additional support is recorded on the school provision mapping software and shared with teachers via the student's SEND Passport. The SEND passport is a record of all aspects of a student's additional support. It is an effective method of ensuring that all teaching staff are aware of the specific strategies that help the student learn.

4. Assessing and reviewing pupils' progress towards outcomes

The academy follows a four-part cycle of **assess, plan, do, review**.

Reading and Literacy

Reading and literacy interventions run for a 12 month period with the exception of our online Lexonik programmes, which take place over a 6 week period. The academy has set a target of

ensuring that all students achieve a reading age at or above their chronological age. All students sit an online reading test at the start of the academic year and those whose reading age is below chronological age are enrolled on a reading recovery programme. The exact programme is dependent on the area of reading that requires support. At the end of the academic year, reading ages are re-tested to determine progress. For those following the Lexonik programme, a baseline test is taken at the start and re-assessed at end of the 6 week intervention.

Other Interventions

All interventions with the exception of literacy run for a term. Baseline date is established at the start of each programme and progress measured at the end of the term. Devon's Graduated Response Tool is used to determine baseline information and gauge progress. The tool can be found at

<https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/>

5. Supporting pupils moving between phases and preparing for adulthood

The academy has strong links and liaises closely with feeder primary schools and Post -16 academies and colleges. Established processes ensure effective transfer of all relevant documentation.

For Year 11 students, Exam Access Arrangement information is forwarded to Post -16 providers on request. For students with an EHCP, the 0-25 SEND Preparing for Adulthood Team are available to support applications and can advise on suitable next steps including support and advice with regard to travel and travel training. All students with an EHCP attend a personal meeting with an advisor from Career's South West.

Transition from Year 6:

The Academy has strong links with feeder primary schools.

- The SENDCo is happy to attend the EHCP Annual Review of any Year 5 or 6 student who intends to join the academy in Year 7.
- The SENDCo and Assistant Principal visit each feeder primary school during the Summer term to meet students and discuss their needs with primary staff.
- Information from Year 6 Transition visits with the primary schools is combined into a Snap Shot for some students for their new teachers at the academy.
- All students spend 3 days at the academy at the end of the summer term where they meet their future classmates and gain an insight into the opportunities available at Atlantic Academy.
- Enhanced, bespoke transition packages are designed to ensure that any student with an EHCP has a smooth transition to secondary school

- A small minority of pupils will require further enhanced transition and this can include visits to Atlantic Academy from as early as January in Year 6.
- Parents and students are very welcome to visit the academy to support the transition process.

6. Our approach to teaching pupils with SEND

The 2014 Code of Practice sets clear expectations on schools to deliver a whole school approach to SEND with good quality teaching as a first response.

The Teacher’s Standards 2012, make it clear that it is every teacher’s responsibility to “adapt teaching to respond to the strengths and needs of all pupils”. The SEND Code of Practice 2014 echoes this point: it states that “teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff”.

Therefore, high quality first teaching is our first step in responding to pupils with SEND. Teaching is informed by teacher assessments, information from the SENDCO and other specialists and outlined on each student’s SEND Passport .

We provide the following interventions:

Cognition and Learning:

| Year | Intervention | Students involved | Frequency | Delivered by |
|---------|------------------------------------|--|-----------------------------|---|
| 7,8 | Fresh Start Reading Recovery | Students with a reading standardised score (SAS) below 90 and assessed as requiring Fresh Start Phonic intervention. | 25 minutes, 4 days per week | SEND team |
| 7 to 11 | Lexia Reading Recovery Programme | Students with a reading standardised score (SAS) below 100 and assessed as not requiring Fresh Start Phonic intervention. | 25 minutes, 4 days per week | SEND team plus English Teacher for specific 1:1 tasks |
| 7-11 | Lexonik Reading Recovery Programme | Students with a reading standardised score (SAS) below 100 and assessed as requiring an intensive reading programme. | 6 x 1 hour | Specifically trained SEND support teachers plus |

| | | | | |
|------|---|--|------------------------------------|---------------------------------|
| | | | | English teacher |
| 7-9 | 1:1 Social Skills Programme (Alex Kelly's Talkabout for Teenagers) <ol style="list-style-type: none"> 1. All about me 2. Non-verbal communication 3. Facial expressions 4. Asking and answering questions 5. Feelings 6. Listening skills | Students who require specific support with social skills. Specifically tailored to those with ASD traits and behaviours. | 30 minutes, weekly. | SEND Team |
| 7-9 | 1:4 Social Communication | Students who require specific support with social communication and interaction. | 1 hour, weekly | SEND Team |
| 7-11 | Emotional Logic | Students who require support with any aspect of social and emotional well being. | 25 minutes, weekly or as required. | Specifically trained SEND staff |
| 7-11 | Use of computer with read/write software: <ul style="list-style-type: none"> ● Voice to text; ● text to audio. | Students who require support recording, presenting, or accessing academic work. | As required. | n/a |
| 7-11 | Online Touch typing | Students that might benefit from using a chromebook to record written work. | 15 minutes, daily at home. | n/a |
| 7-11 | Key Worker: liaison with students to ensure | Students who require additional support | | SEND support teacher |
| 7-11 | Meet and greet | EHCP: difficulty coming into school | When needed | SEND support teacher |

| | | | | |
|------|---|---|-------------------------------------|-----------------------|
| 7-11 | Key worker: liaison with, pupil, staff and home | EHCP and vulnerable sen support students- decided by SENDCo. working with pastoral and behaviour team | at least termly | SEND support teacher |
| 7-11 | Amended timetable | Students with significant levels of anxiety, poor attendance, part of EHCP plan. | As needed | Early Help |
| 7-11 | 1:1 in-class support | Specific support to students with an EHCP as stipulated on the plan. | As stipulated on the student's EHCP | SEND support teachers |
| 7-11 | In-class support | Additional support to students identified through an EHCP or in-school information . | | SEND support teachers |

7. Adaptations to the curriculum and learning environment

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

- all lessons are planned with the necessary scaffolding to ensure that all students can achieve the learning objectives;
- recommended aids, such as laptops with read write software are available to students that require them;
- teaching is adapted to meet the needs of individuals, for example, providing longer processing time, chunking work into smaller steps, providing visual prompts.
- the purpose built, modern environment provides easy access for all.
- there are multiple disabled toilets on each floor which are large enough to accommodate changing and personal care.
- the school building is maintained to support children who are visually impaired.
- there is a lift between floors.

8. Additional support for learning

The SEND Department at Atlantic Academy comprises the following staff:

- SENDCo. (Full Time)
- Assistant SENDCo. (Full Time)
- 3 Higher Level Teaching Assistants (1 Full Time, 2 Part Time)
- 8 Support Teachers (2 Full Time, 6 Part Time)

Support Teachers are assigned a particular area related to the different areas of SEND need:

- Communication and Interaction;
- Cognition and Learning including reading and literacy;
- Social, Emotional and Mental Health;
- Sensory and Physical disability.

Support teachers attend whole school professional development courses. In addition, learning support staff receive specific training in their specific areas of expertise.

Where stipulated in a student's EHCP, Teaching assistants support pupils on a 1:1 basis.

The Academy works with outside agencies to provide additional support to students. The agencies include:

- Sensory Support
- Devon Communication and Interaction Team
- Devon Social Care
- Educational Psychologists
- Occupational Health
- Physiotherapists
- School Health Nurse
- CAMHS
- Inspire South West
- Toralands Wave Academy
- Petroc, Barnstaple

9. Expertise and training of staff

The SENDCo. has 6 years of experience in this role. He has worked as Vice Principal in mainstream and special schools.

All staff attend the school's Teaching and Learning CPD programme. This includes in house training, online training and other external courses.

The SENDCo. and Assistant SENDCo. have the following qualifications:

SENDCo.

- B.Sc.(Hons) Biochemistry
- M.Sc. (Toxicology)
- M.Ed. Education: Leadership and Management
- PGCE
- National Award for Special Educational Needs Coordination

Assistant SENDCo.

- BA (Hons) Degree: French Language and International Business Studies
- Post Graduate Qualification: Patoss Assessing for Access Arrangements.
- CELTA- Certificate in English Language Teaching to adults

10. Securing equipment and facilities

SENDCO: ltellem@atlanticacademy.uk or the Head: lslater@atlanticacademy.uk in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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. They can make a claim about alleged discrimination regarding:

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

16. The local authority local offer

The Devon Local offer can be found at:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

The Cornwall Local Offer can be found at:

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>