



## SEND Information Report

This document describes what provision is available for the young people with **SEND** at Rise Academy.

### **SEND Provision**

Rise Academy is a Pupil Referral Unit based in Hull City Centre supporting KS3 and KS4 students across 4 sites. We also have an in reach provision Rising Stars which supports KS2 pupils. Pupils are referred to Rise Academy in one the following ways:

- By the Local Authority following permanent exclusion from a mainstream Secondary School (KS4)
- By the secondary school; to support with assessing and managing a student's SEMH needs, in order prevent permanent exclusion (KS3 and KS4)
- As part of the Rise Academy Outreach Project or One Hull Offer
- Via the Local Authority EHCP consultation process, for those learners whom alternative or vocational provision is deemed appropriate.

The main aim of our KS2 and KS3 provision is to support a transition back into mainstream education, where possible.

Rise Academy has two resourced provisions for Wave 3 students: Rise Ready (bespoke outreach and 1:1 teaching support) and Rise Above (Nurture Group Provision.)

SEND stands for Special Educational Needs and Disabilities and is broken down into four broad areas or categories:

- Sensory and physical
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

### **Quality First Teaching- Inclusion**

All students at Rise Academy receive the following and an effort is made to include SEND at the forefront of all support at Rise Academy.

- Dedicated and caring staff who value all students regardless of ability
- Attachment friendly behavior policy and rewards
- A key worker (Learning and Engagement Practitioner)
- Small group teaching in all subject areas
- Access to vocational studies and alternative learning programmes
- Post 16 Transition support

### **Identifying need**

Further assessment and intervention will be triggered when a young person:

- is not making adequate academic progress despite attendance to lessons
- continues to work at levels significantly below those expected, or of their peers
- presents persistent emotional, social or mental health difficulties
- has significant communication or social difficulties
- has a condition or disability that prevents or hinders them from making use of educational facilities

If a young person continues to make little progress or any difficulties does not improve with targeted support, then a referral will be made to the SEND Co-Ordinator (SENCO) with permission from the child/young person's parent/carer.

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The SENCO will investigate the concerns about a young person further including the following; consultations with staff, observations of the students within lessons, meetings with parents and carers, the young person and any other agencies involved with the family.

*If a parent has a concern about their child's progress or a potential SEND need, they can contact the SENCo directly on [sadiehartley@riseacademyhull.co.uk](mailto:sadiehartley@riseacademyhull.co.uk) or speak to their LEP to put them in touch.*

### **Assess, Plan, Do, Review**

#### **Assess**

The SENCO will then decide on appropriate support for the student, this may involve the use of further assessments including;

- Cognitive Assessments including; reading, spelling, comprehension and numeracy
- Emotional and Social Literacy Assessment Tools
- Speech and Language Assessment Tools

This may also involve referrals to external agencies including;

- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist (SALT)
- Integrated Physical and Sensory Service (IPASS)
- Educational Psychologist (EP)
- Send Early Help Service

#### **Plan**

The Rise Academy graduated response ensures that a range of strategies are agreed for each young person, which is reviewed regularly. Each young person requiring additional support will have a "My Learning Journey" that has key information about the students including key strengths and difficulties, what type of support is required and at what times.

**All** young people at Rise Academy have the following:

- Dedicated and caring staff who value all students regardless of ability
- A key worker (Learning and Engagement Practitioner)
- Small group teaching in all subject areas
- Access to vocational studies and alternative learning programmes
- Post 16 Transition support
- Reading Recovery Programme

When additional support is required this may be through:

- Support in unstructured times
- Teaching assistant support in the classroom
- Exam access arrangements
- 1:1 or small group intervention in literacy and numeracy
- 1:1 or small group support for emotional literacy, friendship and social skills



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- Support in the 'Rise Above' Nurture Group or 'Rise Ready' cohort for significant social and emotional difficulties

Please see **SEND Information Report and Provision Map** on the Rise Academy website for more Information.

### Review

A student's SEN support is reviewed at least termly within the school's SEN meetings. Students receiving support from the SEN department provide their views on a termly basis and parents and carers are invited to participate in the reviewing process through SEN reviews, Core Groups and PEP meetings.

### Support for Emotional Wellbeing

- LEP's- Each child has a Learning and Engagement practitioner at Rise Academy who is their key worker and the first point of pastoral support for the child and their families.
- The Barn- Safe space for students to be supported at unstructured times

### More focused support could include:

- MAPA plan to support students when they are in anxious, defensive or crisis states
- 1:1 ELSA sessions to support emotional and social wellbeing
- Small group sessions to support social skills, friendship or life skills
- Referrals to external services such as; Refresh (substance misuse), Child and Adolescent Mental Health Services (CAMHS), MIND Counselling Service, Educational Psychology Service

### Transition and Preparing for Adulthood

Rise Academy works hard to ensure a thorough, planned approach to transition both for new starts, between year groups and preparing for mainstream or post-16 education.

### Admission

Rise Academy has a thorough admission process which includes, previous school, parent and child consultation, initial assessment and screening and gathering health and family history including risk and protective factors.

Rise Academy also supports SEND students with a menu of transition support and a transition plan if needed, which could include:

- Lesson observations
- Look around
- Meeting key staff
- Transition booklet
- Staff one page profiles
- Virtual tour of the school

### Post-16

All students at Rise Academy receive 1:1 careers advice and guidance support from the Connexions service. They will be supported to apply for post-16 placements via the Log on Move on system.

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Students with EHCP's will have their final annual review in the autumn term of Year 11 and are prioritised for careers support in the summer term of Year 10.

Rise Academy can also support students with appropriate preparing for adulthood skills including independent travel training and life skills with support from a trained ELSA.

### Other agencies

Rise Academy has strong links with outside agencies to support SEND students, including:

- Social Care and Early Help
- Virtual School
- School Nursing Team
- IPASS
- Speech and Language Therapy
- Educational Psychology
- Sensory Processing Service
- CAMHS
- Counselling Service: Time to Listen
- KIDS (SENDIAS)

Each child at Rise Academy has a learning and engagement practitioner, who will be the first point of call for families and other professionals to liaise with the school.

### Evaluation of SEND Provision

SEND Provision is monitored by Sadie Hartley through:

- SEN support and provision will be monitored via Rise Academy's usual quality assurance processes, including; work scrutiny, lesson observations and learning walks.
- Pupils' development in SEND interventions is monitored by class teachers as part of our internal assessment systems.
- SEND reviews regularly take place to ensure the robust and consistent quality of all SEND support.

### Training

**All staff at Rise Academy have received the following training:**

- MAPA Training
- Mental Health Champions
- Attachment awareness
- Supporting speech, language and communication needs
- Learning difficulty awareness

In addition SEND department staff have a range of training that support their specialisms, including but not limited to the following:

- CAMHS Level 3
- Nurture Group
- Emotional Literacy Support Assistant
- Counselling Skills
- Read Write Inc. Training

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In addition, Rise Academy SENCo holds the National Award for Special Educational Needs (NASENCo) and the Psychometric Testing, Assessment and Access Arrangements (CPT3A) at Level 7.

### Complaints

Complaints about SEN provision are first dealt with by the school SENCo: Mrs Sadie Hartley.

If a satisfactory conclusion cannot be reached, then an appointment to see the Head of School: Mr Phil Mountain Wade should be arranged.

If a satisfactory conclusion still can still not be reached, then the complaint would be passed to the complaints committee of the Rise Academy Governing Body for further consideration.

### Local Offer

Parents and carers can get more information about the provision, services and support available in the city by accessing the Local Offer. <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelId=3018&lockLA=True>

### Name and Contact details of SENCo:

*Sadie Hartley*  
*Special Educational Needs Coordinator (SENCo)*  
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