SEND Information Report

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

SEND Provision

Rise Academy is an Alternative Provision based in Hull City Centre supporting Year 9-11 students across 5 sites. Pupils are referred to Rise Academy in one the following ways:

- By the Local Authority following permanent exclusion from a mainstream secondary school

- By the secondary school; to support with assessing and managing a student's additional needs, in order prevent permanent exclusion

- Via the Local Authority EHCP consultation process

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

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
- Trauma informed behavior policy and rewards
- Small group teaching in all subject areas
- Access to vocational studies and alternative learning programmes
- Post 16 Transition support

SEND is the responsibility of all staff at Rise Academy and it is classroom practitioner's responsibility to ensure quality first teaching and high quality differentiation is provided to meet all learners' needs. It is also the class teacher's overall responsibility for progress of SEND learners.

Reasonable adjustments and adaptations to the curriculum are made at quality first teaching stage to enable the inclusion of learners with SEND regardless of their primary need.

All pupils are supported to engage with the wider curriculum, extra-curricular activities and school trips as required by their needs. Individual risk assessments will be completed where necessary.

Identifying need

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

- is not making adequate academic progress despite attendance to lessons
- continues to work at levels significantly below age related
- 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.

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 young person has a concern, they are able to speak to their class teacher or LEP to fill in a self-referral form to access additional support.

- If a parent has a concern about their child's progress or a potential SEND need, they can contact the SENCo directly using the details at the bottom of this report or speak to their LEP to put them in touch.

Assessment

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

- Further assessments or reading, spelling and early numeracy
- Emotional literacy assessment tools
- Speech and Language screeners and 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)

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.

Review

A students SEN support is reviewed at least termly within the school's academic review days. Opportunities are also given to parents and carers to review SEN support more frequently including; regular phone call communication between Rise and parents/carers.

Support for Emotional and Social Wellbeing

At Rise we work on a culture of mutual respect. We model positive social interactions with our students in order for them to feel part of the Rise community and develop positive emotional and social wellbeing.

Each site has a safe space for students to be supported at unstructured times and a range of enrichment activities are available supported by staff.

More focused support could include:

- Support at times of transition
- Pupil Safety and Support plan to support students in distress
- 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.

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.

Post-16

Rise Academy has an in house Careers, Information and Advice practitioner who provides individual careers and transition support for post-16.

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)

Parental Engagement

Rise Academy seek opportunities to engage with families in a wide range of events which will be calendared and published at the start of the year. These may include:

- Regular communication with the attendance and pastoral team
- Parent Days
- Opportunities contribute to review meetings and review progress of SEND students.

Pupil Voice

The relational based approach within our setting allows for pupils to approach any member of staff to express their views and wishes which will be considered. Students have regular opportunities to share their views throughout the year as part of their academic review days.

Training

Rise Academy has an extensive core training offer which all staff receive, this includes:

- CPI Training (Crisis Prevention Institute)
- Mental Health First Aid Awareness Training
- Safeguarding training
- SEND Training- including regular training for individual needs and diagnosis
- Exam Access Training

A robust, yearly QA process is used to identify areas of development and appropriate training sessions included in the Rise Academy yearly CPD calendar.

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

- Emotional Literacy Support Assistant
- Fresh Start
- CAMHS Level 3
- Nurture Group
- Counselling Skills
- LEGO Therapy
- Supporting SLCN
- Sensory Processing

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

Evaluation of SEND Provision

The delivery of SEND Provision is monitored by the SENCo and wider senior leadership team 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

This report will be reviewed every 2 years by the SENCo.

Complaints

Complaints about SEN provision are first dealt with by the school SENCo.

If a satisfactory conclusion cannot be reached, then an appointment to see the Head of School 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 and follows the Rise Academy complaints procedure.

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?pageId=3018&lockLA=True

Name and Contact details of SENCo:

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