

The Attic SEND Information Report

Date of report	April 2020
Named Manager Reviewing:	Karen Lodge
Date of Review:	April 2020
Date ratified by Management Committee	July 2020
Date for review	April 2021

The purpose of our SEND Information Report is to provide helpful information to parents and carers of current and prospective students. This report has been completed in consultation with Parents and Carers and amended in light of Parental/Carer feedback. The report explains what we have in place to support all students with SEND and who you can contact if you have any questions or concerns. We hope parents and carers find the following information helpful and we encourage you to contact the school if you have any questions. Paper copies are available upon request and if you have any special requirements such as colour of paper or font, a member of our Admin team will be able to arrange this for you.

Contact Information for Parent and Carers

SENCO and Deputy Headteacher: Diane Chester diane.chester@theatticpru.org.uk

Headteacher: Joanna Lawrence Joanna.lawrence@theatticpru.org.uk

SENCO for The Landing, Assistant Headteacher and Site Lead at The Landing: Nicola Coman nicola.coman@theatticpru.org.uk

Assistant Headteacher and Site Lead at Walpole: Sally Erb sally.erb@theatticpru.org.uk

Assistant Headteacher and Site Lead at Hillside: Sophie Ball
sophie.ball@theatticpru.org.uk

Assistant Headteacher and Site Lead at Dragonfly: Louise Weddle
lou.weddle@theatticpru.org.uk

Chair of the Management Committee and Manager linked to SEND: Karen Lodge
Karen.lodge@theatticpru.org.uk

Admin: admin@theatticpru.org.uk

Local Authority: Local Offer helpline: 0345 606 1490

Diagnostic Reading Assessment (DRA): provides information covering five areas: reading accuracy, reading comprehension, listening comprehension, processing speed, reading rate.

British Picture Vocabulary Scale (BPVS): measures a student's receptive (hearing) vocabulary; how well a student understands the meaning of individual words.

Vernon Spelling Assessment: assesses how well a student can spell and is also used to assess the progress a student is making with spelling.

The assessments named above are completed during the first few days after induction unless they have been completed recently by the Multi-Agency Assessment Programme (MAAP). If your child has been through the MAAP, we will use the information from the MAAP report and the strategies suggested will be implemented into the student's PAP.

The **Landing** is a specialist provision and the Students are base lined before the completion of their first half term of entry against yearly national expectations for maths, reading and writing. Their attainment skills are mapped on Pupil Asset using the multi tick function to identify baseline national curriculum attainment levels. The Students are then assessed in terms of where they are in their Key Stage rather than their age.

An Educational Psychologist is linked to **Dragonfly** and additional assessments may be carried out for some Students at **Dragonfly**.

Access Arrangements

As part of normal practice in all schools we complete an application for Access Arrangements if teaching staff, parents or carers or student feel that extra support is needed when completing examinations. We start by making sure that the Access Arrangement is in place in lessons, so that it is the student's normal way of working. If we find that a particular Access Arrangement is successful, we will then complete an application. The student can be supported in the following ways:

- Extra time
- Breaks during the examination
- A scribe, if handwriting is very difficult to read.
- A reader
- Amplification of the paper, this could be the use of larger paper and larger print.
- Use of a word processor if writing by hand is very slow and difficult
- Separate invigilation within the centre, the student takes the exam in a separate room away from other students.
- A prompt, a member of staff who can gently keep the student on task during the exam.



Person Centred Support

It is important that we work in partnership with you as parents and carers as well as dual registered schools to support our students. We work in partnership in the following ways:

- Initial tour of the school as part of the induction process
- Key worker
- Reward system
- Positive telephone calls home

- Telephone calls home to highlight any concerns
- Pupil Action Plan (PAP)
- PAP review each half term
- Personal Education Plans (PEP) for Children in Care
- Annual Review Meetings for students with an EHCP
- Family Engagement Officer
- Two Review days
- Student Voice
- Key worker allocated time each week
- Mental Health First Aiders



The Landing have daily contact with every parent/ carer using a method agreed with parents. This may include: home school books, daily emails or phone calls or face to face discussions at drop off and collection times.

The Landing runs a Primary school structure; each Student has a dedicated Class Teacher who plans their academic curriculum. Students are also allocated Key Workers who work with the Class Teacher to support the Students social and emotional needs and liaise with the Parents/Carers and other key people in the Students' lives to ensure a fully holistic approach to supporting all aspects of the Students' needs.

Dragonfly Staff also have weekly contact with parents and carers in ward rounds and monthly meetings with the whole team around the child. Parents and Carers are invited in for celebrations such as Christmas and Easter and for PSHE events.

External Support from other Professionals

- Educational Welfare Officer (EWO)
- Human Givens Psychotherapist
- School Nurse
- Careers, Information, Advice and Guidance
- Turning Point
- Referrals to Speech and Language Therapist
- Educational Psychology Service
- Transactional Analysis training
- Early Help
- Social Care



Transitions

We support students transitioning back into mainstream school in the following ways:

- Holding an initial planning meeting with the student, a member of staff from the mainstream school, you as parents and carers, and a member of staff from Attic.
- Visits to the mainstream school
- A bespoke timetable based on how the student is managing the return to mainstream

- Regular review meetings with all parties, so that any additional strategies can be implemented.

We support students moving to post-16 provision in the following ways:

- Careers, information, advice and guidance.
- Support with completing applications
- Visits to post-16 provisions
- Support with attending taster days
- Meeting with post-16 staff



The Landing supports transitions by developing a bespoke plan in conjunction with the Parents and Carers and the Mainstream School the Student has previously attended, or with the school that the Student is transitioning to. These are tailored specifically to meet the varying needs of our Students.

Accessing the Learning Environment

We provide support for each student in their lessons so that they are able to learn and succeed. We use some or all of these strategies with students:

- Small class sizes
- Differentiated lessons, work is tailored to each student individual needs and ability.
- Visual timetables
- Extra processing time
- Use of recommended aids, such as laptops, enlarged font, coloured paper
- Chunked tasks personalised to each student's needs
- Learning Support Assistant in every lesson
- Individual literacy intervention where needed.



The Landing uses a wide range of specialist teaching and learning approaches, and resources are used across the site to ensure we are able to meet the differing needs of our Students.

Every class has a clear structure that is supported with visual information. All adults on site and in the classroom are familiar to the Students; we do not use supply Teaching Staff unless they are familiar with our students and their needs.

Supporting the social and emotional understanding and development of our Students is paramount in all aspects of our daily curriculum planning and delivery. We have identified that initially Students at The landing will often present with extremely high levels of anxiety and low self-esteem which result in work avoidance techniques and behaviours. We work closely with Students to give them strategies to manage their

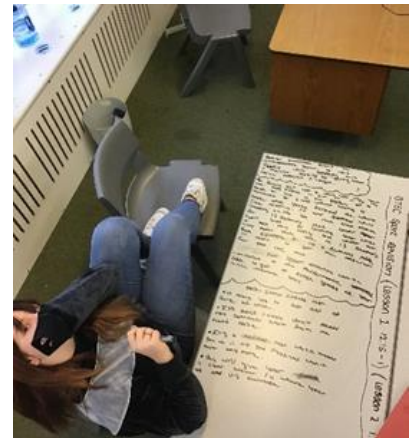
anxieties and subsequent behaviours and build their self-esteem by presenting them with engaging personalised tasks that they can be successful with. We focus on putting in place a clear structure, rules and expectations that are based on praise and encouragement to build the Students resilience and raise their self- esteem. The Students work towards small achievable personal development targets that are recorded through their Personal Action Plans and linked to their EHCP's. Students are supported with this at every point in the day through a wide range of ways that include bespoke one to one sessions and small group activities

Monitoring Progress of students with SEND

Data is collected at the end of every half term to monitor the progress each student has made and to implement interventions and strategies in discussion with the student, to support them to make continued progress. Data is collected in the following areas:

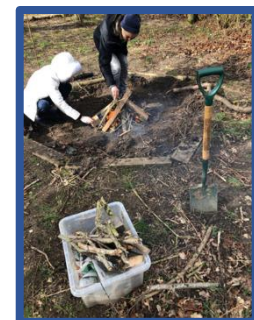
- Academic data – a 'working towards' grade is given in each subject. This grade represents the grade the student should achieve at the end of their GCSE, Functional Skills or BTEC.
- BESST – there is an example of this document on the website
- Risk rating – there is an example of the risk assessment on the website.

The PAP is updated to reflect the new data and shared with you as parents and carers and sent to the dual registered schools. We encourage parents and carers and schools to provide feedback that we can share with the student.

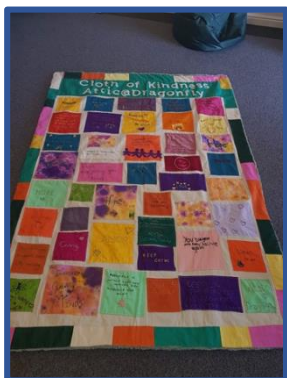


Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our students have a SEN and we ensure that no student is ever prevented from taking part in an activity because of their SEN or disability as detailed in the Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- We make sure that we do not treat any student with a disability differently to other students because of their disability.



- We make reasonable adjustments, including the provision of auxiliary aids and services (an adapted keyboard for example), to ensure that disabled students are not at a greater disadvantage compared to students without a disability. We look at particular situations in advance so that we can anticipate what a student might need and what adjustments might need to be made to prevent that disadvantage.



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 be part of the Student Voice
- Students with SEND are also encouraged to take part in enrichment activities to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.



Support and Staff Training

All staff training is based upon the needs of the students. Recent training has covered Speech and Language development, Emotional and Mental Health support and Sensory disorders.

Complaints

Any complaints regarding support for SEND should be made in writing to the Headteacher.

The school's Complaints policy can also be found at www.theatticpru.org.uk

The parents or carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that their child has been discriminated against. 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

Local Authority Local Offer Information

To gain more information about the Local Offer in Suffolk:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=i6xW1anGVPE>

For further support, you can contact Suffolk's SEND Information and Support Service:
sendiass@suffolk.gov.uk or call 01473 265210

Monitoring arrangements

The quality of our support for Students with SEND is regularly monitored by the SENCO Diane Chester and the Chair of the Management Committee Karen. If you have any questions regarding monitoring, please contact Karen Lodge
karen.lodge@theatticpru.org.uk

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.



Links with other policies and documents

This policy links to our policies which can all be found on the Attic website
www.theatticpru.org.uk :

- Exams policy
- Accessibility Policy
- Anti-bullying policy
- Admissions policy
- SEND policy
- First aid and accident policy
- Complaints policy

Glossary of Terms

Acronym	Full Name
BESST	Behaviour, emotional, social, self-assessment and teaching and learning skills assessment
BPVS	British Picture Vocabulary Scale
DRA	Diagnostic Reading Assessment
EHCP	Education Health and Care Plan
EWO	Educational Welfare Officer
MAAP	Multi-agency Assessment Programme
PAP	Pupil Action Plan
PEP	Personal Education Plan
Pupil Asset	A School pupil tracker software system
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability