



Special Educational Needs and Disability Information Report 2022-23

The governing bodies of maintained schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability regulations 2014 and **must** include information about:

1.	What kinds of special educational needs are provided for at Chapeltown Academy?	<p>We are an inclusive FE provider and currently support students with a range of needs in the following categories:</p> <p>Communication and Interaction</p> <p>Cognition and Learning</p> <p>Social, Emotional and Mental Health</p> <p>Sensory and physical needs.</p> <p>Students may find it difficult to access the curriculum and need extra support and assistance if they have:</p> <p>Speech Language and/or communication needs, ADHD, Autistic Spectrum Disorder</p> <p>Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and/or Perception</p> <p>Hearing or Visual Impairment</p> <p>Medical conditions or physical disabilities</p> <p>Social, emotional and mental health issues</p> <p>Different cultural experiences or backgrounds</p> <p>Students who have English as an additional language and/or have recently arrived in England</p> <p>Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies</p>
2.	How does the school identify students with special educational needs?	<p>This SEND information report explains the provision that Chapeltown Academy is able to provide and provides a guide to the expertise available.</p> <p>We aim to work closely with the family, Local Authority and secondary schools to identify students transitioning with additional needs to ensure that the right support is put in place for new year 12s.</p> <p>In addition to the above, all Chapeltown Academy students' progress is tracked every half term and there are consultations with parents where appropriate.</p>

		<p>Parents and teachers can refer concerns to the SENDCo and she will undertake an investigation into the concerns. It maybe that in-house testing is completed or signposting to external agencies. The SENDCO will work closely with these agencies to ensure that any difficulties/barriers are identified. Outside agencies may include our link Educational Psychologist, Visual Impairment, MAST, the Sheffield Autism Team etc.</p> <p>Identification of SEN by the school SENDCo is also aided through the use of the Sheffield SEN Toolkit.</p> <p>SEN are often gleaned through the process of testing for exam access arrangements which all students complete as part of the induction process</p>
3	Contact details of SENDCO	<p>Helen Deighton. 0114 2454 803 hdeighton@chapeltonacademy.com</p>
4	How many children in the school have special educational needs?	<p>In the academic year 2022-2023 we have 8 students with Education, Health and Care Plans. In total, we currently have approx. 100 (28%) students who come under the SEN monitor list. This list is reviewed termly and the K code adjusted accordingly.</p>
5	The Local Offer	<p>A directory of services, the Local Offer, available in Sheffield can be found at http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUmI</p> <p>The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children and for our young people to support themselves. The site offers help in how to seek advice and guidance regarding SEND.</p> <p>The Sheffield Parent Carer Forum is an organisation which was created to bring together the parents and carers across the City of children with additional needs. The organisation is parent-led run by a Management Committee whose members have links with parent support groups across the city.</p>
6	What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?	<p>Parents of our young people with SEND are consulted with twice a year at formal parent review meetings. These meetings are with either the SENDCo, Head, or young person's pastoral tutor. At these meetings, the student's individual plans are reviewed and parental views added.</p> <p>In addition to the above, parents have the ability to contact the SENDCo or the young person's teacher or pastoral team via telephone or email at any required point. The SENDCo or young person's tutor/teacher may contact parents to update them or gain clarity in regards a student's individual plan. The SENDCo is central to this process and all information shared with regards a young person's SEND goes via her.</p> <p>As with all students, parents of students with SEND, are emailed or telephoned in order to have access to or to update any relevant information regarding their child's attendance, behaviour or progress.</p>

7	<p>What are the arrangements for consulting young people with SEND and involving them in their education?</p>	<p>As our young people are approaching adulthood, their voice and input is central to the compilation of any individual plans and SEN support needed at the Academy.</p> <p>The SENDCo will meet with all EHCP/K students at the start of their Y12 year and then will hold subsequent meetings with them, where appropriate, after every assessment milestone for the duration of their studies. Round robins of students are carried out at timely points and the response from teachers discussed with SLT, parents and the young person respectively. All individual plans are updated and communicated internally.</p> <p>All students (regardless of any existing SEND) complete a one-page profile upon entry to determine support that might be required. This information is logged on the SEN tracker to support students with existing SEN and all plans are shared with students' tutors. Subsequent meetings are then held with students where further information and discussion around support towards outcomes can be had.</p> <p>Students have an instrumental part to play in establishing, reviewing and adapting their individual plans and the SENDCo works with students of SEND to gather information regarding best practice across the Academy. Individual plans are shared with all staff who have a key role in the young person's progress and wellbeing.</p>
8	<p>What are the arrangements for assessing and reviewing student progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?</p>	<p>Student progress is reviewed every half term after every key assessment point. These meetings involve SLT, SENDCo, Inclusion, Pastoral, and the Progress Leader. Students complete two formal mocks each academic year. These results, along with three data points on attendance, effort and behaviour are communicated to students and parents.</p> <p>Parents can contact the school via email or telephone and seek advice and support from the SENDCo and/or the pastoral team.</p> <p>The SENDCo seeks specialist support from within the Trust and from outside agencies. There is a small and effective pastoral team around the students, of which the SENDCo leads, ensuring that individual needs of students are discussed on a weekly basis.</p> <p>At Chapeltown Academy, and as a new member to the Minerva Trust, we are now able to gain access to a wider range of professionals.</p> <p>The Academy works hard to ensure consistency, regularity and professionalism across every opportunity to assess and review students' progress towards their outcomes.</p>

9	Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	<p>As our young people prepare for the move into adulthood, our students study an enrichment program, 'Preparing for the Future', enabling curriculum outcomes to focus on aspects such as money management, relationships, independent living and participation in society. As students' progress into Y13, the focus is on higher education and careers.</p> <p>The Academy operates three open events throughout the calendar year and the SENDCo is available at these events for 1-2-1 transition meetings.</p> <p>The Academy hosts a range of educational and wellbeing activities throughout the year with feeder schools.</p> <p>The SENDCo is now establishing relationships with SENDCo's within the Trust who operate in our feeder schools to develop relationships and</p>
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		<p>effective transitional programs for our students with SEND. The SENDCo will also attend Annual Reviews when invited by the feeder school.</p>
10	What is the approach to teaching children with SEND?	<p>As a school we aim to be inclusive and treat students as individuals, considering their additional needs.</p> <p>All teachers have responsibility to ensure that all students in their lessons progress and achieve their potential in that subject.</p> <p>Lessons are planned to ensure that the needs of all students are met. Quality first teaching includes differentiation and personalised teaching programmes and lessons are monitored to ensure this happens. Teaching staff are monitored regularly on their inclusivity and planning.</p> <p>We seek to promote good relationships between staff and students.</p> <p>We welcome contact from parents on any aspect of their child's education.</p> <p>We appreciate that the "one size fits all" approach does not work for our students and bespoke packages of education and timetable are sometimes needed.</p> <p>Support may include a range of different learning activities and the use of specific resources; all of which are pre-planned by teachers. Classroom teachers have teaching and learning continual professional development to ensure that quality first teaching is maintained.</p> <p>All class teachers feedback both social and academic information to the school SENDCo prior to the review process.</p> <p>Learning takes place in many contexts. Our PF, PD and form time programmes aim to give students the skills and knowledge required to make informed decisions, develop as self and make positive impacts on society.</p>

11	What adaptations are made to the curriculum and learning environment for students with SEND?	<p>The number of adaptations that are made to support students are made in line with the Sheffield SEND Support Grid. This is split into five levels being:</p> <p>Level 1 Students progress through quality first teaching and differentiation of the curriculum by the classroom teacher.</p> <p>Level 2 This is mainly through small group or 1-2-1 intervention which may be around specific skills such as communication, independence, organisation or specifically relating to academic skills.</p> <p>Level 3 This includes individual/small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing/visual impairment input. Other agencies could include, physiotherapy, Educational Psychology, CAMHs etc.</p> <p>Level 4 Access to appropriate specialist support and which includes a significantly modified curriculum and will usually require a high level of additional adult support.</p>
		<p>Level 5 This usually requires an alternative specialist educational provision.</p> <p>Students may move within these levels whilst at the Academy and all our students with SEND are closely monitored. Most students with SEND at Chapeltown Academy receive Level 1 or Level 2 support.</p>
12	How does school ensure that staff have the relevant training to support students with SEND?	<p>Each teacher is aware that they have responsibility for all their students and has a detailed picture of students with SEND.</p> <p>All new teaching staff and trainee teachers have a SEND induction session with an opportunity to share detailed information about a student's particular needs. All staff have a SEND induction session at the beginning of the academic year.</p> <p>Training days and twilight sessions provide opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND. Teachers are targeted with putting strategies into practice and being observed teaching by their peers.</p> <p>Teachers around the child meetings are frequently held to share and develop strategies to support our students with the most complex needs.</p>

13	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<p>The Senior Leadership, SENDCo and Chapeltown Academy Governors review the effectiveness of SEND provision on a regular basis. The Senior Leadership Team (SLT) review progress following each Assessment Point and SEND is discussed at weekly SLT meetings. Provision and intervention are put in place to support students underachieving and aim to be preventative in their approach rather than reactionary.</p> <p>Parental feedback is sought following parents evening.</p> <p>Academic interventions and support are evaluated throughout the year using assessment data. If students with SEND are not progressing in line with expectations, strategies are discussed with the SENDCo, Deputy Head, Head and Progress Leader and are then developed and monitored to support these students.</p>
14	How do you ensure that learners with SEND are included in non-classroom based activities?	<p>All activities are fully accessible to all learners including those with SEND. Consultations occur between staff and students to ensure that reasonable adjustments are made and that SEND is not a barrier to participation.</p>
15	What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND and measure to prevent bullying?	<p>A nurturing environment within the classroom is the responsibility for the class teacher. Understanding and promoting difference and diversity is encouraged and forms a large part of the school ethos. It is reinforced through the curriculum across both PF, PD and form time.</p> <p>A welcoming and committed pastoral and SEND team, that recognises and promotes the individual, ensures that students can thrive, feel valued and are not marginalised. The Academy has a 'retreat' which provides students, including those with SEND, a place to re-centre and be away from busier areas of the Academy.</p> <p>The Academy SENDCo is also the mental health champion and she is putting in place resources and will arm staff and students with the strategies to support. This is communicated via the college website: https://www.chapeltownacademy.com/students/supporting-your-wellbeing/</p> <p>Students also have access to a college-based counselling service. This is done through a central referral system, that the SENDCo and pastoral support lead on.</p> <p>Chapeltown Academy works closely with wellbeing professionals from both the Trust and external agencies. A number of our staff have completed a Level 2 qualification in Child and Young Peoples Mental Health.</p> <p>Students and staff have the opportunity to feedback any thoughts and needs. Our students complete a wellbeing survey every half term and these results are analysed and actioned either through internal or external channels.</p> <p>Weekly or fortnightly meetings are held with those SEND students needing additional SEMH support. These take place with either the SENDCo, Pastoral Support Officer, form tutors or via the counsellor.</p>

16	How does school involve other agencies in meeting students' SEND and supporting their families?	The support of outside agencies is sought on an individual basis. The SENDCo has links with professionals in the Educational Psychology service along with MAST, the Autism team and Visual Impairment services as well as the SEND teams within the Trust.
17	What arrangements are there for handling complaints from parents of children with SEND about the provision?	<p>Initial concerns should be forwarded to the SENDCo.</p> <p>If this initial approach proved unsuccessful parents should bring the matter to the attention of the Headteacher.</p> <p>In the case of a complaint that is unresolved, parents may wish to ask the governors to investigate and should approach the governor with the special interest in SEND. This is Janet Kilburn. They would also be able to advise on further procedures and can be contacted via school.</p> <p>The Minerva Trust Complaint Policy can be found here: https://minervalearningtrust.co.uk/about-us/statutory-information</p>
18	What arrangements are made for those students who are looked after by the local authority and have SEN	The SENDCo is also the Designated Teacher and will have a clear picture of the SEND challenges of children who are looked after. There are termly Looked After Children meetings and Personal Education Plan meetings for each child in which there is a cycle of plan, do, review. These are attended by the Social Worker, Independent Reviewing Officer, SENDCo and the student.