Alleyne's Academy Special Educational Needs Information Report 2024-25

School Name	Alleyne's Academy
Headteacher	Mr L Tibbs (l.tibbs@alleynes.staffs.sch.uk)
SENDCo	Mr C Bailey (c.bailey@alleynes.staffs.sch.uk)
Assistant SENDCo	Mrs S Hallows (s.hallows@alleynes.staffs.sch.uk)
Governor with responsibility for SEND	Mrs S Haig (S.Haig@alleynes.staffs.sch.uk)
Contact details	Oulton Road, Stone, Staffordshire. ST15 8DT
Email (admin)	office@alleynes.staffs.sch.uk
Email (SENDCo)	c.bailey@alleynes.staffs.sch.uk
Telephone (admin)	01785 337400
Telephone (SENDCo)	01785 337400
Age Range	14 – 19
Funding	Academy Status

Overview

The academy recognises that it is the teachers' responsibility to meet the needs of all pupils in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at his/her identified difficulty, then the pupil may be identified as having special educational needs.

Introduction

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report which is part of the Staffordshire Local Offer for learners with SEND. Alleyne's is an inclusive academy where every child is valued and respected. We are committed to the progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. All teachers are teachers of special educational needs. Alleyne's Academy recognises that it is the teachers' responsibility to meet the needs of all children in their class through classroom organisation, seating arrangements, carefully planned lessons, a range of teaching styles, teaching materials and differentiation. If the learner does not make sufficient progress even when teaching approaches are targeted at the individual's identified difficulty, then the student may be identified as having special educational needs.

What are special educational needs?

A young person may have special educational needs if he or she has a learning difficulty or disability which requires special educational provision to me made for him or her.

The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. 2015)

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. A pupil or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

At Alleyne's we provide SEND support:

- To ensure increased access to the curriculum and the environment by making reasonable adjustments for those with a disability (Appendix 1 - SEND Curriculum Mapping).
- To ensure that pupils with SEN engage in the activities of the academy as fully as pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement **https://www.gov.uk/government/collections/national-curriculum**.

- To use our best endeavours to secure, for pupils for whom it is required, special educational provision that is "additional to and different from" that provided within the differentiated curriculum, so as to respond better to the four areas of need:
    1.) Communication and interaction
    2.) Cognition and learning
    3.) Social, mental and emotional health
    4.) Sensory and/or physical needs.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support the full inclusion of pupils with medical conditions in all academy activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

How does the academy know if children have a SEND?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:
    1.) Communication and interaction
    2.) Cognition and learning
    3.) Social, mental and emotional health
    4.) Sensory and/or physical needs.
- A pupil asks for help
- A pupil receives a diagnosis from an outside agency.

What should parents do if they think their child may have special educational needs?

- Their views and their aspirations for their child will be central to the academy's assessment of the pupil's needs.
- If a parent has concerns, they should firstly discuss these with their child's Head of Progress and Support/Subject Teacher/Form Tutor. This may result in a referral to the academy SENDCo whose name is **Mr C. Bailey** and whose contact details are;
  Phone – 01785 337400 Email – c.bailey@alleynes.staffs.sch.uk and Assistant SENDCo Mrs Hallows **(**s.halllows@alleynes.staffs.sch.uk)
- Bring any medical paperwork which may be appropriate when a meeting has been arranged with the SENDCo.

How will the academy support pupils with special educational needs?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- All pupils have access to the Hub, which is available during break and lunchtimes. In addition to this, a 'homework support club' is also available (on request) after school.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the curriculum
- Quality teaching is monitored and ensured through a number of processes that include:
  1.) Classroom observation by the Senior Leadership Team, Subject Leaders, the SENDCo and external verifiers
  2.) Work sampling on a termly basis
  3.) Scrutiny of exercise books to ensure differentiated tasks are evident
  4.) Teacher meetings with the SENDCo
  5.) Whole academy pupil progress tracking.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parent's Evenings and pupil progress towards these targets is tracked.
- Pupils who are failing to make expected levels of progress are identified and their progress is discussed in meetings between any two or more of the following: the SENDCo, the subject teacher, subject leader, Head of Progress and Support and SLT.
- Where it is decided that action is required to support increased rates of progress, this will follow an 'assess, plan, do and review' model:
  A) **Assess.** The academy will assess the pupil's individual needs by drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, including their half termly monitoring. It will also draw on the pupil's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.
  B) **Plan.** Parents will be invited to a meeting to plan the support and intervention. This will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
  C) **Do.** The subject teacher will remain responsible for working with the child to implement the plan on a daily basis. Where interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the pupil. The SENDCo will

support the subject teacher in the further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of support.

D) **Review.** There will be a review of the support's impact on the pupil's progress. The impact and quality of the support will be evaluated, along with the views of the pupil and their parents. The subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development and decide on any changes to the support and outcomes in consultation with the parent and pupil.

- SEND support will be recorded on a 'student learning passport' (originally the IEP) that will identify a clear set of strategies to be implemented, which will include relevant academic and developmental targets (including preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are judged to be inadequate despite high quality support, advice will be sought from external agencies regarding further strategies. This will only be undertaken after parent permission has been obtained and may include contact with:

1.) Special Educational Needs Support Service (SENSS) - 01785 276207 - contactus@staffordshire.gov.uk
2.) Behaviour Support Service - 01785 276207 - contactus@staffordshire.gov.uk
3.) Dyslexia Centres - 01785 276207 - contactus@staffordshire.gov.uk
4.) Autism Outreach Team - 01785 276207 - contactus@staffordshire.gov.uk
5.) Hearing Impairment Team - 01785 276207 - contactus@staffordshire.gov.uk
6.) Visual Impairment Team - 01785 276207 - contactus@staffordshire.gov.uk
7.) Autism and Sensory Support in Staffordshire (ASSIST) Post 16 - 01785 276207 - contactus@staffordshire.gov.uk
8.) Educational Psychologist Service – 01785 356863
9.) Educational Welfare Officers - 01785 276207 - contactus@staffordshire.gov.uk
10.) Physical and Disability Support Service - 01785 854049
11.) Social Services - 01785 276207 - contactus@staffordshire.gov.uk
12.) School Nurse – 01785 221047
13.) CAMHS (Child & Adolescent Mental Health Service) - 01785 221665

- A small percentage of pupils may have significant and complex needs such that require provision that cannot reasonably be provided from within the academy's own resources. In these cases, a request from either the school, or parent(s)/carer(s) can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in the production an Education, Health and Care Plan (EHCP).
- For pupils who fail to make expected levels of progress, despite SEND support, the academy or parent(s)/carer(s) may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to the child's needs?

- In consultation with the middle schools, pupils are identified who may benefit from being in additional transition sessions when they start in Year 9.

- The curriculum allows pupils to study a wide variety of qualifications, including vocational courses (level 1/2) in Health & Social Care, Business Enterprise, PE and in IT. Also, in exceptional cases some students can be entered for entry level qualifications in Maths, English and Science.
- Teachers plan using pupils' achievement levels, differentiating work to match the range of abilities of all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. Pupils may also be provided with additional support such as specialised equipment or resources, ICT and/or additional adult help.
- Year 9 pupils who do not achieve a reading age of 10 years will follow a course to improve literacy skills (known as the LIP Scheme). The one to one sessions will take place for 30 minutes on a weekly basis. Progress will be reviewed on a termly basis. This will also be continued into year 10 and year 11, if adequate progress has not been made. Further literacy support/ intervention is available directly from the English department.
- Pupils who require extra support for numeracy will follow an intensive NIP (numeracy intensive programme). This will consist of 30-minute weekly additional sessions. Progress will be reviewed on a termly basis. Further numeracy support/ intervention is available directly from the Maths department.
- Additional transition guidance and support is given to all of the students.
- Students' social, emotional and health needs are supported within the Social Skills group, Buddy Scheme programme, HOPE Coaching/Mentoring programme and School Counsellor.
- After-school 'catch-up' sessions are run weekly between 3.15pm-4.00pm by the learning support team.

How will the academy inform parents/carers about progress?

- Pupils' progress towards their attainment targets, along with their behaviour, learning and homework profiles, is shared with parents through half termly monitoring the reporting system and consultation evenings.
- Parents/ carers can arrange an appointment to discuss their child's progress with the subject teacher, subject leader, Head of Progress & Support or SENDCo.
- Parents/ carers are invited to an informal coffee morning to meet with the learning support staff to discuss any concerns face-to-face.

How will the academy help parents to support their child's learning?

- The academy website includes links to websites and resources that guide parents in helping their child learn at home.
- The subject teacher or SENDCo may also suggest additional ways that parents/carers can support their child's learning.

What support will there be for the overall well-being of pupils with special educational needs?

The academy offers a wide variety of pastoral support for pupils:

- We operate a Year system, with all pupils belonging to a tutor group. The Head of Progress and Support and Tutors provides pastoral support and academic monitoring.

Year	Head of Progress and Support/ Assistant Head of Progress and Support
9	Mrs H Broadist (h.broadist@Alleynes.staffs.sch.uk) / Miss N Harley (n.harley@alleynes.staffs.sch.uk)
10	Miss S Lunn (s.lunn@alleynes.staff.sch.uk)/ Dr Thomson (a.thomson@alleynes.staffs.sch.uk)
11	Miss D Birch (d.birch@Alleynes.staffs.sch.uk) / Dr Kingsbury (a.kingsbury@alleynes.staffs.sch.uk)
Sixth Form (12 and 13)	Mr R Haydon (r.haydon@alleynes.staff.sch.uk) / Mrs H Pederson (h.perderson@alleynes.staffs.sch.uk)

- We operate a House System, with all pupils belonging to one of the four houses (Vincent, Forester, Bennett and Wedgwood) which provide competitions, visits and charity fundraising opportunities which support social inclusion and wellbeing.
- We operate a Buddy Scheme. Older pupils are trained to lead and care for the younger ones and opportunities for younger pupils to seek advice, be further helped with their learning and form relationships beyond their year group.
- Pupil Voice and parent feedback are in place and are monitored for effectiveness.
- Pupils who find unstructured time difficult are provided with a safe place (The HUB) within the school where they can relax with friends.
- Pupils are given access to specialist mental health and well-being support from and external school counsellor, or from internal staff coaches/mentors (HOPE Project).
- The
- The academy has an Anti-Bullying Policy which is strictly followed.

The Learning Support Department

SENDCo

Mr C. Bailey (c.bailey@alleynes.staffs.sch.uk)

Assistant SENDCo

Mrs S. Hallows (s.hallows@alleynes.staffs.sch.uk)

Teaching Assistants

Mrs Hallows (Assistant SENDCo)- Teaching Assistant Level 3, Safeguarding Level 1, EHCP Co-ordinator, Well being Mentor, Autism Level 2 and First Aider.

Mrs H Bird- Teaching Assistant Foundation Degree, Counselling Level 2, Mental Health Awareness Level 2, Autism training Level 2, Safeguarding Level 1, Working with individuals with learning disabilities Level 1.First Aider, Buddy Scheme Co-Ordinator.

Mrs D Boote- Teaching Assistant Level 3, Safeguarding Level 1, First Aider, Autism Level 2 , Literacy Program Co-ordinator.

Mrs L Marklew- Teaching Assistant Level 3, Safeguarding Level 1, First Aider, Autism Level 2, Examination Administration and Transition Co-ordinator.

Mrs S O'Connor- Psychology Degree in Education, Level 3 Preparing to Support Learning, Level 1 & 2 Counselling Skills, Safeguarding Level 1, Autism Level 2, First Aider, Visual Impairment support, Social Skills Co-ordinator.

Mrs Bradshaw – BA (Hons) in Art, Design & Technology with a QTS and Safeguarding Level 1. Autism & ADHD level 1. Art therapy and mentor

Miss Shaw-Teaching Assistant level 3, Safeguarding level 1, Autism& ADHD level 1, First Aider and EAL support

Mrs Ramsden-Teaching Assistant level 2 & 3, Safeguarding level 1, Fresh Start Literacy Programme, Autism & ADHD level 1, Lego Therapy and mentor

Mrs Guest-Teaching Assistant level 2, Safeguarding level 1, Fresh Start Literacy programme, Autism & ADHD level 1, First Aider and mentor.

How are pupils' medical needs supported?

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the academy first aider in partnership with parents/carers and, if appropriate, the pupils themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **supporting pupils at school with medical conditions (DfE),** 2015.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

What training do the staff supporting children and young people with SEND undertake?

On a two-yearly basis, staff receive training on how to support pupils:

- on the autistic spectrum

- with behavioural difficulties
- with social and emotional difficulties
- with speech, language and communication difficulties

There is also ongoing sharing of good practice through regular department meetings, teaching assistant log books and feedback/advice by the SENDCo following lesson observation.

The SENDCo attends termly SENDCo updates.

The academy has regular access to advice from SENSS specialist.

The academy access support and advice from Educational Psychologist (EPs)

The governor with specific responsibility for SEND has completed the SEND Governor training.

How are pupils with SEND included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all academy activities.

How are pupils with SEND supported who are looked after by the LA?

Pupils who are looked after by the LA are assigned a designated teacher – Mr Eldershaw (s.eldershaw@alleynes.staffs.sch.uk) who will liaise regularly with the pupil and family to ensure that Alleyne's provides the appropriate learning support so that the pupil feels safe and makes the expected progress.

How accessible is the academy environment?

The following adaptations have been made to the environment:

- Disabled parking places marked and located next to the Reception
- Ramps put in from the disabled parking to the school reception
- The academy is equipped with a lift so that visitors/pupils with a disability have access to the additional floors
- Toilets have been adapted to ensure accessibility for visitors/pupils with a disability
- A medical room has been provided in order to enable a safe place for physiotherapy and the administration of medicines.

How will the academy prepare and support children with SEND when joining or transferring to a new school?

A number of strategies are in place to enable effective transition:

- A planned programme of visits is provided in the summer term for pupils starting in September
- Parent/carers are invited to a meeting at the academy and are provided with a range of information to support them in enabling their child to settle into the academy routine.
- The SENDCo meets with all parents/carers of new pupils who are known to have SEND to consider concerns and identify solutions to any perceived challenges prior to entry.
- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet Alleyne's Academy staff. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y7/8 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents/carers will be encouraged to consider options for the next phase of education and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For SEND pupils transferring to local schools, the SENDCo of both schools will liaise in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How does the academy allocate and match resources to children's special educational needs?

The academy receives some funding to respond to the needs of pupils with SEND. In addition, the academy may be allocated Additional Educational Needs funding. This funding is used to provide:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. Literacy and numeracy support, Fresh Start Programme (Reading), Social Skills Programme and the Buddy Scheme.
- Specialist support from teachers, e.g. 1:1 tuition
- Bought in support from external agencies, e.g. access arrangement assessment, speech and language support, educational psychologist, Autism Outreach
- NGRT
- Provision of specialist resources

- Staff training relating to SEND
- Specialist equipment.

How is the decision made about how much support a pupil will receive?

For pupils with SEND but without an Education Health and Care Plan, the decision regarding the support required will be taken at joint meetings between the SENDCo, teacher and parent(s)/carer(s). For pupils with a statement of educational needs/Education, Health and Care Plan, this decision will be reached when the plan is being produced or at the annual review.

Parent/Carer involvement

Parents/carers are involved in agreeing and planning their child's education through:

- Discussions with the class teacher, SENDCo or a Leadership Team member
- Termly student passport/Learning Support Plan meeting
- Consultation Evenings.

If parents wish to discuss their child's educational needs or are unhappy about provision, they can contact:

- the Form Tutor (see website)
- their child's Head of Progress and Support (Page 7)
- the SENDCo (c.bailey@alleynes.staffs.sch.uk)

Concerns that cannot be resolved should be referred to the Headteacher (office@alleynes.staffs.sch.uk).

Additional Information

Admission arrangements for pupils with SEND can be found in the *Admission Policy*. A copy of this can be obtained via the school website, or on request from the school office.

Support services for parents of pupils with SEN include:

- **Parent Partnership** https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx
  01785 356921; email spps@staffordshire.gov.uk.)
- **Parent In The Know newsletters**
  https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx
- **SPAN**
  http://www.span-info.com/

- **Staffordshire Connects**
  https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx

To find out more about the **Staffordshire County Council Local Offer** visit
https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx

Appendix 1

SEND Curriculum Map

Wave 1 - Universal Provision	
- Access to ICT - Use of literacy mats - Use of numeracy mats - Access to calculators - Access to key words / definitions - Use of dictionary/ bilingual dictionary - Differentiated worksheets - Use or writing frames - Assessment for learning documents - Visual/ audio resources - Group / peer work - Technician support - Use of target stickers - Use of challenge stickers - Seating plan - Use of subject-based e-learning programmes	- Use of online resources - Access to model answers/ exemplars - Use of scaffolding / templates - Use of practical tasks - Use of colour coding
Wave 2 - Targeted / Enhanced	
- Literacy Intervention Programme - Reading - Literacy Intervention Programme - Spelling - Literacy Intervention Programme - Writing - Literacy Intervention Programme (Toe-by-Toe) - Numeracy Intervention programme - Social Skills Programme - Sixth Form Peer mentoring of Key Stage 4 students (Buddy Scheme) - TA mentoring Programme - The HOPE Programme - Weekly Handwriting intervention run by trained TAs - In-class additional TA support for identified classes/groups - Access to the HUB during break and lunch times - Use of Positive Monitoring reports, in liaison with Form Tutors / Heads of Progress & Support / SLT	

- Provision to teaching staff of strategies to use to support specific additional needs in the classroom / advice as requested
- Facility to distribute medication for ADHD under SEND supervision, as necessary
- Testing for, and administration of Access Arrangements for students in KS4
- Provision of dual-language dictionaries for use in exams
- Supervision and monitoring of, specific physical exercises to be undertaken by students, advised by Occupational Therapy
- Provision of information for teaching staff of all advice given for specific students' needs by partner agencies e.g. CAMHS, Occupational Therapy, Educational Psychologist, Speech & Language, Health/ADHD, Autism Outreach
- Worksheets photocopied on coloured paper
- Colour overlays provided

Wave 3 - Personalised

In addition to the provision listed in Wave 2

- ASD Organisation Group, run by specifically- trained TA
- English tuition [30 mins per session] run by specialist teacher
- Maths tuition [30 mins per session] run by specialist teacher
- Individually-negotiated packages of support, including targeted withdrawal [KS3] for students both with and without Statement/EHCPs
- Individually-tailored in-class support using TAs, for students with EHCPs, up to and often surpassing the limit set by THE LOCAL AUTHORITY
- Provision of specific in-class support for students with English as an additional language [EAL], organised by the SENCO / SLT
- Key Stage 4 dropped-option facility for students with EHCPs / highest levels of additional needs
- Testing for, and administration of, Access Arrangements for examinations (KS4 / KS5)

Note

The Learning Support / SEND team liaise closely with both the academic faculties and the pastoral team, as party of an integrated, inclusive whole-school approach to meeting the needs of those with a higher