

SEN Information Report

CORITANI ACADEMY



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1 Introduction

At Coritani Academy we offer a wide ranging support service for students and their families. The SENCO and Staff Team work closely together to provide support within the academy and to facilitate support from outside agencies.

We offer a variety of support for students with individual needs including: in-class support, one to one or small group interventions in English and Mathematics and personalised intervention packages for students with additional needs.

We also provide pastoral support packages for students who may have social, emotional and mental health difficulties.

By working closely with a number of external agencies we can offer bespoke packages.

Depending on individual needs the following members of staff may work with a student

SENCO: D Flowitt

Designated Teacher for Child Protection and Looked After Children: J Niland. Deputy: D Flowitt/N Pearson

Literacy and Numeracy Support TAs: J Brunt, C Johnson

Further information regarding the Academy SEND provision is available in the Academy SEND policy. (available on the Website)

2 Pastoral Support at Coritani Academy

We support student's emotional and mental well-being. We try to ensure that all students feel supported through a range of interventions including access to support groups for self-esteem, dealing with conflict, attendance, behaviour for learning as well as external Life Coaching as required.

Support is provided through our staff team who have specific training in a range of additional needs. When appropriate external help is sought, for example, from the School Nursing Team, Educational Psychologist or Children's Services.

All students at the Academy are supervised at lunch and break times and as they arrive and leave school

3 Attendance Support at Coritani Academy

Coritani Academy works hard to support student attendance at school.

We strive to ensure classrooms are nurturing and engaging so students want to come to school every day. Members of the attendance staff contact parents on the first day of an absence to ensure both parents and students know someone cares when they miss school and to ensure the proper safeguarding action is taken, if necessary. We also check on the attendance of students placed in alternative placements.

We focus on a holistic, collaborative approach partnering with families, community groups and specialist services to develop and address attendance challenges affecting students. We reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly. We offer support to parents, students and if appropriate whole families.

4 The identification of students who need additional help at Coritani Academy
Coritani Academy is committed to the early identification of special and additional educational needs and adopts a graduated response to in line with the Code of Practice 2014.

Information is gathered and collated on all students prior to their starting at Coritani Academy. This includes data and reports from referring schools and agencies, information provided during meetings with teachers and SENCOs and discussions with parents and students.

Once students are attending Coritani Academy this continues with a range of in-house assessments and mechanisms including:

- On-line reading and spelling tests for all students
- Reading, spelling and Mathematics tests for identified students
- Dyslexia Screening for identified students
- Dyscalculia Screening for identified students
- Close tracking of academy assessment and data.
- Discussion with teachers and observations

This identification of particular individual needs of students is a collaborative process between teachers, support staff, the SENCO, the Pastoral Team, the student and parents/guardians.

When appropriate external agencies are asked for advice, such as the Educational Psychology Team, ASET, CAMHS, Speech & Language Team, Occupational Therapy, Physiotherapy, Medical Professionals and the Nursing Service.

All students at Coritani Academy have a review meeting that they attend with parents/carers every 10 weeks. SEND is discussed at these meeting as appropriate.

All students in receipt of an Education Health Care Plan will attend an annual review each year. Parents and Students will contribute to this review as per the SEND code of practice 2014 and Academy SEND policy.

4 Staff training in SEND

The Academy has a development plan which includes identified training needs for all staff to improve the teaching and learning of young people, including those with SEND. The Academy provides regular training on teaching and learning for all teaching staff, and has a weekly progress meeting where specific needs of young people and teaching strategies are shared.

The Academy is supported closely by the SEN team from the Trust and where additional expertise is needed the Trust SENCO provides this.

Staff at Coritani work closely with the Local Authority SEN team.

5 Support offered to students with additional needs at Coritani Academy **Curriculum**

Students will follow a differentiated curriculum to meet their needs. This may mean for some students focussing on a smaller number of Core Subjects as per the Coritani Academy Funding Agreement.

In-class

We believe that all teachers are teachers of students with special and additional needs. Teaching staff are supported by the SENCO providing tailored support to students across the curriculum and participate in the review process for students with special educational needs.

Support staff provide continuity of support and expertise in individual subjects, with specialist support staff in core subjects.

Support is provided to students in class, in groups or on a one to one basis under the direction of the class teacher.

Additional Support

We offer a wide range of intervention programmes for individual students requiring additional support.

These are led by the SENCO, Teachers and Teaching Assistants and may be short term or longer term depending upon the identified need.

Students are monitored during the period of intervention. Progress is assessed on a regular basis and decisions are made with parents and students about future support.

Additional support for students' individual needs is offered through the Isle Education Trust staff.

Examples of intervention programmes offered:

- Individual spelling programmes
- Literacy intervention targeting reading, comprehension writing skills
- Paired or small group reading sessions
- Handwriting support
- Development of ICT skills
- Numeracy intervention

Individual subject intervention
Life Coaching
Anger Management
School Nursing Team

SENCO Support

The role of the SENCO is to co-ordinate and monitor the provision and progress of students requiring additional or different support.

The SENCO will:

- Identify and assess students needing additional support
- Plan appropriate interventions
- Monitor progress
- Review progress and interventions
- Liaise with and advise parents, students and teaching staff
- Liaise with referring schools or agencies regarding needs prior to transfer
- Liaise with teachers regarding Access Arrangements, assess individual students and work with the Examinations Officer to ensure that these are in place for examinations.

6 Student Information

All students who are receiving support that is additional to or different from the core curriculum are provided with a student profile. This provides staff with support for learning information which is used in conjunction with up to date data generated from the school scan system. Targets are set and reviewed. Students are involved at all times and the Learning Plans are shared with parents at various times during the year.

If a student has a Statement of Special Educational Needs or an Education Health Care Plan additional support is provided as detailed in the documents. The provision is resourced through additional funding from the council and from Academy resources. Statutory reviews take place at least annually but can be more frequent if required, for example, where the Academy in partnership with any referring body identifies a student has made little or no progress or where it is felt that the existing provision may be no longer appropriate.

7 Enrichment Activities

The Academy organises a wide range of off-site educational activities throughout the year and participation is open to all students. All visits are risk assessed and provisions are put in place to ensure the safety of all students and staff. All out of class activities, including break-times and lunch-times are supervised by members of staff. Students needing additional support at these times can be catered for by the staff team.

8 Well Being Support

All students have weekly PSHE Life Skills (Pastoral, Social, Health Education) lessons, which is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

Students well being is reviewed each week and students who are in need of support can access staff to discuss a range of emotional and social issues. Behaviour is monitored in lessons and at social times through the DOJO system and 1-1 intervention provides support young learners make positive choices in dealing with issues that arise.

9 Information on the North Lincs Local Offer

This information can be found at:

<http://www.northlincslocaloffer.com/>

Who can I contact if I want more information?

If you feel that we can help your child or you have any further questions please contact us: via the school's main office or using the following e-mail address: admin@coritani-iet.co.uk

What if I want to make a complaint?

Please follow the guidance set out in the Academy complaints policy. (available on the website)

10 Document Control

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