

# SEN Information Report

## Basildon Lower Academy 2024/2025

### Our Key Staff

#### The SENCOs

The Lower Academy SENCO is Chloe O'Keefe – [cokeefe@basildonacademies.org.uk](mailto:cokeefe@basildonacademies.org.uk)

The Lower Academy Deputy SENCO is

Our SEND team can be contacted directly via their email addresses above, via our Contact Us page ([Basildon Lower Academy - Contact Us](#)) or via our reception switch board on 01268 552536.

#### The SEN governor

The SEN governor is one of our parent governors: Leah-Marie Smith.

#### The Headteacher

The Headteacher at the Lower Academy is Rebecca Rees: [rrees@basildonacademies.org.uk](mailto:rrees@basildonacademies.org.uk)

Our Headteacher is a trained and experienced SENCO who strategically support the wider SEND teams.

#### Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the student and the school
  - Listen to the parents' concerns and agree their aspirations for the student
- Ensuring they follow our SEND Policy which is located via our SEND page: [Basildon Upper Academy - SEND](#)

#### The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction

- › Cognition and learning
- › Social, emotional and mental health difficulties
- › Sensory and/or physical needs

## Identifying students with SEN and assessing their needs

We will assess each student's current skills and grades on entry from their previous school. Class teachers will regularly assess the progress of all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether SEN support is required, **we will start with the desired outcomes**, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**If a parent or carer is concerned that their child needs support from our SEN team, they can contact us via our contact page by selecting the SEND option: [Basildon Lower Academy - Contact Us](#)**

## Consulting and involving students and parents/carers

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the student's areas of strength and difficulty
- › We consider parent/carer and student views
- › Everyone understands the agreed outcomes for the child
- › Everyone is clear on what the next steps are

We will notify parents when it is decided that a student will receive SEN support.

## Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We refer to this process as **One Planning**.

The SENCO and/or Deputy SENCO will work with class teachers and/or other professionals to carry out a clear analysis of the student's needs. This will draw on:

- › Teachers assessment and experience of the student
- › Their previous progress and attainment or behaviour
- › Other professionals' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents/carers

- › The student's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

If it is deemed by either the parents/carers or school that an application for an Education Health Care (EHC) plan is necessary, we will work together with Local Authority processes to support the young person in through this application. Formal medical diagnosis is not required to apply for an EHC Plan, but where a parent/carer is pursuing this with the NHS, we will support with necessary educational evidence.

## **Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be planned with scaffolding and access points for individual students.

## **Adaptations to the curriculum and learning environment**

We make adaptations to ensure all students' needs are met. Examples of adaptations include:

- Planning our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing, providing scaffolding and access points
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Chunking our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Flexible groupings to ensure learners are able to access the right class and in class groups to support their development. Our sets are mixed ability with a streamed Express, which all students are only one step away from accessing.
- Learning episodes including symbols, which support learners across all their lessons in recognizing the expectation (e.g. teacher talk, peer work, silent work)
- Standard powerpoint formats to ensure learners can access necessary information in the same place (e.g. date, word of the day, learning objectives)
- Staggered breaks and lunches, including 3 curriculum lessons per day
- All learners have access provided to all equipment required for their lessons.

## **Additional support for learners with SEN**

We have teaching assistants who are trained to deliver interventions in our dedicated SEND departments.

Teaching assistants will support students on a 1:1 basis (where necessary and approved) and in classrooms. We have Senior Teaching Assistants who will manage the day to day running of the SEND departments and should be the point of contact for day to day matters:

The Lower Academy Senior Teaching Assistant is Maria Harris.

Contact can be made via the Academy switchboard on 01268 552536 or via our contact page: [Basildon Lower Academy - Contact Us](#)

We will also provide a range of interventions, for both academic and social/emotional support. These include:

- **Withdrawal groups:** These are generally short-term intervention groups based around the need to support a student, or a small group, to catch up or to improve in a specific way;
- **In-classroom support:** This is typically provided by a teaching assistant who will work within a classroom to support a student or several students;
- **Between-classroom support:** This is the support provided by teaching assistants who ensure that students reach classrooms safely and appropriately;
- **Unstructured time support:** This is the support provided through breakfast club, break and lunchtime clubs, so that students who are less able to cope with unstructured time have somewhere to go at those times;
- **Mentoring:** Provide support by working with students as necessary to support with a particular issue or concern;
- **Sensory Rooms:** learners can have structured access to sensory rooms both on an ad hoc and timetabled basis
- **Software & Technology:** This provides a way for students to practice particular skills and students may access specialist software whilst in class or they may be taken out of class to do so;
- **Subject Interventions:** This provides catch up support for students who have fallen behind or require additional time to achieve a task.
- **Wellbeing Centre** Students have access to The Wellbeing Centre which provides opportunities to speak with the school nurse service regarding wellbeing support. Any referrals made to outside agencies will be supported through the Wellbeing Centre.
- **Additional support** is available, as necessary, from external agencies including Educational Psychology, Physiotherapy, Transition Pathways Team, Specialist teachers, Family Solutions, Occupational Therapy and Speech and Language Services. Further support may be provided from multi-agency working in many areas, such as Child & Family Consultation Service, Child & Adolescent Mental Health Services, the Youth Offending Team, Catch 22, Renew Counselling, Luke's Bereavement Services, etc.

**Parents/carers can refer their child to the Wellbeing Centre for support via our contact page ([Basildon Lower Academy - Contact Us](#)) selecting the 'Wellbeing Centre' option.**

## **Expertise and training of staff**

Our SENCOs are trained or training for the NASENCO or NPQSENCO qualification. They are supported by Heads of School who are fully trained and experienced SENCOs.

They are allocated a Deputy SENCO to support with the day to day management of SEND provisions. These colleagues are non-teachers and also act as Deputy Designated Safeguarding Leads for SEND.

We have a team of teaching assistants, including senior teaching assistants who are trained to deliver SEND provision. Many of our TAs have or are studying for Higher Level Teaching Assistant Qualifications. We also have specialist TAs who are studying for Social, Emotional & Mental Health (SEMH) qualifications. These colleagues work predominantly out of our Wellbeing Centres.

We use specialist SEND update training and this is accessible for all staff who work at the academies. It is also a regular feature in our teaching staff CPD cycle, delivered by our SENCOs.

## **Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Extensive support is available during transition stages. For Year 6 to 7 transition, there are orientation visits and meetings with relevant staff and parents/carers to ensure transition is successful. For Year 9 to 10 transitions, options, or Year 11, 12 and 13 applications, this includes careers support in line with the Gatsby Benchmarks. Year 9 students all receive an induction programme in the Summer Term to support their transition from the Lower Academy to the Upper Academy. We will work with students, their parents/carers and any external agencies to support learners with their post-16 and/or post-18 destinations.

We have a dedicated Senior Leader with responsibility for 16/18 pathways: Kerry McCarthy who can be contacted by selecting Sixth Form via the contact us section of our Upper Academy website.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their short- and long-term goals regularly (at least each term)
- Reviewing the impact of interventions regularly
- Using student questionnaires
- Monitoring by the SEND team
- Holding annual reviews for students with EHC plans
- Reviewing assessment data with SEND as a monitored group
- Department reviews, learning observations and learning walks to monitor the in class experience of SEND learners
- Comparing outcomes with national benchmarks
- Review of provision maps for individual learners and groups of learners
- Working with the Inclusion Partners to assess, monitor and support effectiveness of SEND provisions.
- Regularly reporting on data to governors

## **Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on trips and take part in all enrichment activities.

No student is ever excluded from taking part in these activities because of their SEN or disability.

## Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- All students have access to daily enrichment with their peers as part of their core curriculum
- Students with SEN are encouraged to be part of student voice
- Students with SEN are also encouraged to be part of social skills club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

All students have access to our non-teaching pastoral team alongside their SEND support, including our specialist wellbeing centres. The Wellbeing Centres and Heads of Year can be contacted via: [Basildon Lower Academy - Contact Us](#)

## Complaints about SEN provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Complaints about SEN provision in our school should be made to the relevant SENCO. Contact can be made via the Academies Contact Us page ([Basildon Lower Academy - Contact Us](#))

They will then be referred to the school's complaints policy. [Complaints Policy](#) and if required, contact can then be made via the dedicated email – [complaints@basildonacademies.org.uk](mailto:complaints@basildonacademies.org.uk)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## Contact details of support services for parents of students with SEN

The Local Authority promote support services via their website. Details for local parent/carers support groups can be found here: [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#).

The Essex Local Offer website has been developed following research with families and practitioners. It includes information about SEND services and how to access them. The aim is to help families and professionals understand the breadth of support and early help on offer.

## The local authority local offer

Our local authority's local offer is published here: [Essex Local Offer](#)

## Monitoring arrangements

This policy will be reviewed by the nominated SENCOs **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will also be approved by the Trust Board.

## **Additional Policies**

The Basildon Academies has additional policies which parents/carers may find useful. Our SEND page ([Basildon Lower Academy - SEND](#)) and Governance page ([Basildon Lower Academy - Governance](#)) has hyperlinks to the most up to date copies of these documents.