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Ethos College

SEND INFORMATION REPORT

Academic year 22/23

1	Summary	Ethos College SEND Information Report			
2	Responsible person	Lindsey Ellis			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Rebecca Smith			
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee			
9	Version Number	1.1			
10	Available on	Every	Y/ N	Trust Website	Y/ N
				Academy Website	Y/ N
				Staff Portal	Y/ N
11	Related documents (if applicable)	SEND Policy			
12	Disseminated to	All Ethos College staff/stakeholders			
13	Date of implementation (when shared)	September 2022			
14	Date of next formal review	September 2023			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes
September 2022	1.1	Review and update	Review and update details and statistics

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Ethos College SEND Report 2022-2023

1 The kinds of SEND that are provided for

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

- Social, Emotional and Mental Health; (currently 68%)
- Cognition and learning; (currently 14%)
- Communication and interaction; (currently 12.5%)
- Sensory and/or physical needs. (currently 5.5%)

2 Identifying pupils with SEND and assessing their needs

Mainstream schools can refer to Ethos College when it is recognised that more targeted or specialist support is required for an individual pupil. Referrals are made through the Single Point Referral process. The Panel is held fortnightly and comprises a team of professionals (including Ethos Academy Trust and mainstream Head Teachers). Please refer to the admissions policy for further details.

Each pupil's current skills and levels of attainment on entry will be baseline assessed, building on information from previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils 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, despite receiving differentiated learning opportunities;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional needs. When deciding whether special educational provision is required, staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers.

See pages 8 and 9 for a comprehensive list of the assessments used.

3 Consulting and involving pupils and parents / carers

Staff will have an early discussion with the pupil 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 pupil's areas of strength and need;
- The parents'/ carers' views / concerns are considered;
- Everyone understands the agreed outcomes identified for the child;
- Everyone is clear on what the next steps are and their role in ensuring they are achieved.

Records of these discussions will be added to the pupil's record.

4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment and behaviour records;
- The individual's development in comparison to their peers and national data;
- Assessment from previous teachers and other professionals, where relevant
- The views and experience of parents / carers;
- The pupil's own views;
- Advice from external support services, if relevant.

All assessments will be regularly reviewed.

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. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed.

Where a pupil requires an Education, Health and Care assessment, the SENDCo will work closely with a range of professionals to gather the evidence of need prior to the request for statutory assessment.

See pages 8 and 9 for a comprehensive list of the assessments, interventions and agencies used.

5 Supporting pupils moving between phases and preparing for adulthood

We will share information with a pupil's next educational setting through a detailed transition plan and agree with parents/carers and pupils what information will be shared. This will usually be attendance and behaviour data as well as SEN information, which will help inform the next setting of any adjustments or interventions which may need to be put in place.

All pupils will have a comprehensive careers package with a dedicated advisor (through C&K careers) and experience a range of talks from post-16 providers and mock interviews to help prepare them for the next phase of education.

6 Our approach to teaching pupils with SEND

Ethos College is committed to the promotion of support and improvement of children's needs. Everyone will be offered a broad and balanced curriculum in an inclusive setting, appropriate to their academic and SEND needs. Further information regarding our curriculum offer can be found on our school website, www.ethoscollege.uk.com

Teachers are responsible and accountable for the progress and development of all the pupils they teach. Quality First Teaching is our first step in responding to pupils who have SEND.

7 Adaptations to the curriculum and learning environment

The following adaptations are made to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson; type of nurture provision (academic, vocational, practical).
- Adapting resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font; sensory blankets
- Differentiating teaching, for example, Examination Access Arrangements including: giving longer processing time; pre-teaching of key vocabulary; reading instructions aloud; scribes, practical assistants.
- The curriculum at Ethos College is broad, balanced and based on the six principles of nurture, addressing the needs of the pupils. Pupils engage in subjects including, English, Maths, Science, PE, Nurture and personal

development sessions, Cooking and Forest School. Together with personalised sessions delivered on a one-to-one basis according to individual pupil need, the curriculum offers all pupils a tailored approach to learning;

- British Values and SMSC are threaded throughout the curriculum, through breakfast time, core subjects and personal development sessions. Breakfast time encourage pupils to reflect on their perspectives and beliefs and to consider those of others, through stimulating presentations regarding, for example, ethnicity, bullying, disability and perspective.

8 Additional support for learning

Our staff are experienced and skilled at delivering a variety of specialist interventions. Staff support pupils either on a 1:1 basis or in small groups, as appropriate.

Ethos College employs an Intervention Instructor, who focusses on BOXALL deficits to deliver bespoke SEMH interventions to ensure that pupils move onto the next phase of education with a range of strategies to help them in their daily lives.

9 Expertise and training of staff

Our staff are highly specialised across differing areas of need and are all involved in regular Continued Professional Development (CPD), which includes training from outside specialists as well as sharing good practice and training across Ethos Academy Trust. Where appropriate, staff have access to accredited courses and qualifications to support their development as highly skilled practitioners. This has included:

- Intervention Instructor
- TEAM TEACH
- Safeguarding
- Adverse Childhood Experiences
- Nurture training in the 6 Principles of Nurture
- Emotion Coaching and Wellbeing
- Understanding Behaviour as Communication
- Supporting SEMH Progress in the curriculum
- Restorative Practice
- Lego Therapy
- Understanding Attachment Theory
- Supporting SEMH progress in the curriculum

10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their personal targets each term and progress towards their Boxall targets;
- Reviewing the impact of interventions at regular intervals;
- Using / analysing pupil questionnaire outcomes;
- Monitoring by the SENDCo;
- One-page Profile Reviews
- Completing My Support Plan reviews;
- Holding annual reviews for pupils with EHC plans.

11 Support for improving emotional and social development

Throughout a pupil's time at Ethos College, parents / carers will receive regular contact from key staff to provide updates on academic, SEMH and wellbeing progress. This will usually be done by phone but will also include meetings in school or at home. Progress will be tracked through the use of Personalised Interventions, My Support Plans, teacher assessments and Boxall profiles. Parents/carers are encouraged to contact the SENDCo or their child's key staff team at any time should they wish to discuss any aspect of their child's development or have any concerns.

We have a zero-tolerance approach to bullying, as outlined in the Ethos College Anti-bullying policy.

12 Working with other agencies

Ethos College recognises that it is essential to establish positive and effective working relationships with other agencies to ensure the best outcomes for all pupils. Partnerships with agencies providing support for students with SEND include:

- Education Psychologist Service;
- LA Duty and Advice;
- Autism Spectrum Condition service;
- ADHD Foundation
- Complex Communication and Interaction Team
- Child and Adolescent Mental Health Services (CAMHS);
- Children's Emotional Wellbeing Service (CHEWS);
- Early Help Access Team;
- Multi - Systemic Therapy;
- Kirklees Independent Advice Service (KIAS)
- SENDACT

- Locala – school nurses & health visitors;
- Speech & language therapists;
- Occupational therapists/ Physiotherapists;
- GPs / consultants;
- Community Paediatricians/hospital consultants/dieticians
- Police;
- Youth Engagement Service
- Youth Intervention Team
- Family support workers.
- Neuro-pathway referrals
- Kirklees Learning Partners
- Brunswick Centre

Ethos College works in partnership with all agencies listed on the [Kirklees Local Offer website](#).

13 Complaints about SEND provision

Complaints about SEND provision should be made to the SENDCo in the first instance. Ethos College's complaints policy / procedure will then be followed.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that a school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.
- Exclusions;

14 Contact details of support services for parents of pupils with SEND

SENDACT – 01484 456888

PCAN – <http://www.pcankirklees.org/>

KIAS - <http://www.kias.org.uk/> 0300 330 1504

15 Contact details for raising concerns

Ethos College – 01924 469170

16 The local authority local offer

<https://www.kirkleeslocaloffer.org.uk/>

17. Monitoring arrangements

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

18. Links with other policies and documents

This policy links to other Ethos College policies including:

- Accessibility plan;
- Antibullying;
- Relational;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding Policy;
- Quality of Education;
- SEND Policy
- Supporting pupils with medical conditions.

Area of SEN	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
Quality First Teaching (QFT) strategies consistently embedded	A positive and stimulating learning environment to support the learning and cognitive development of all children and young people, including specific consideration for those with additional learning and developmental needs.	A communication friendly environment to develop positive communication and interaction skills for all children and young people, including specific consideration for those with communication and interaction needs.	A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH needs.	A whole school awareness that children have different sensory preferences and learning styles.
Assessment tools	<p>For all: Reading age tests Spelling Age test Phonic screening English, Maths and Science baseline assessments</p> <p>Specific: Dyslexia (WRAT5, WRIT, CTOPP2) Visual Stress Assessment Access Arrangement testing (Supervised Rest Breaks, Extra Time)</p>	<p>For all: BOXALL Interventions</p> <p>Specific: Sensory Audit</p>	<p>For all: Boxall Emotion Coaching Mindfulness Sessions</p> <p>Specific: Sensory Audit Bespoke SEMH interventions</p>	<p>For all: Sensory Audit Dyspraxia screener</p> <p>Specific: Handwriting practice</p>
Interventions	<p>For all: Differentiated curriculum offer (Academic, intensive nurture catch up, vocational)</p> <p>Specific: 1:1 Reading/literacy support Catch up English Catch up Maths Catch up Science</p>	<p>For all: Access to universal sensory classroom resources</p> <p>Specific: Lego Therapy Metacognitive skills Social Stories</p>	<p>For all: Nurture approach Forest School</p> <p>Specific: Emotion Coaching scripts Social stories Resilience STSRP Zones of Regulation Mindfulness Wellbeing toolkit SEAL Restorative Justice ADHD strategies Trauma approach</p>	<p>For all: Dyspraxia interventions</p> <p>Specific: Sensory resources Specific Sensory and/or Physical recommendations from relevant professionals</p>
Agency Referrals	Educational psychologist	Educational psychologist Complex Communication and Interaction Team Speech and Language Team Neurodevelopment Pathway Inclusive Development Programme – SLCN and ASD	Educational psychologist Neurodevelopment Pathway – ADHD Found. CAMHS CHEWS Northorpe Hall Wellbeing team Early Help Service YES YIT Social Care Risk and vulnerabilities referral Kooth.com The Base	Educational psychologist Occupational Therapist Visual Impairment Team Hearing Impairment Team Locala