

What is meant by SEND?

A child or young person is identified as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2014). Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, long-term conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN. The term SEN, therefore, does not mean problems or a specific need for extra resources or specialist staff.

However, for those children and young people with more complex needs an Education, Health and Care Plan (EHCP) may be issued where additional or a different provision is needed from someone at the same age in mainstream schools to allow that young person to make progress in line with their peers.

Funding secured 2020-21

Funding is secured through Additional Family Needs (AFN) and Higher Level Needs (HLN). For 2020-21 this was £64,000 AFN funding and £10,000 HLN funding.

FUNDING	LEVEL	No. of students	Total funding
AFN	MEDIUM	9	£52,000
AFN	HIGH	6	£12,000
HLN	1	2	£10,000

How the funding is spent: Funding is deployed to ensure that young people with SEND are fully supported to allow for engagement in the curriculum, achievement and preparation for life beyond school. Continue to ensure progress and achievement of students with SEND is in line with expectations.

Mentoring and support: Funding is used to ensure that all students with SEND have a mentor and are supported throughout their learning for their academic and pastoral needs.

Raising Achievement: Tracking, monitoring and support of students with SEND takes place to ensure that they engage with the school curriculum in order to achieve 8 good outcomes at GCSE. Targeted additional intervention is conducted where appropriate.

Intervention	Funding	Impact
Ensure teaching and learning for students with SEND is strong, leading to positive outcomes.	£74,000 from HLN / AFN bids. Place funding from the notional budget.	Students with SEND made progress in line with expectations last year and are projected to this year.
In class support from teaching assistants.		Students with SEND make expected progress in line with expectations.
Mentoring programme delivered by teaching assistants.		Students with SEND and their parents report that they feel happy and supported in school.
Pupil passport development.		Attendance of students with SEND is increased.
Annual reviews for EHC plans.		Student needs are identified and teaching and learning is personalised to meet the needs of all learners.
Access arrangement assessments for KS4/KS5 formal examinations.		100% attendance by pupils and parents/carers at EHC reviews.

<p>Bespoke access arrangements – including 1:1 support.</p> <p>Flexible curriculum across KS3 and KS4 ensures that all students have their learning needs met on the correct learning pathways.</p> <p>Contribution towards students with SEND accessing in school alternative provision.</p> <p>SENCo, Deputy SENCo and the inclusion team provide strategic / professional support and development for teachers.</p>		<p>Access arrangements are in place and there was a 100% positive access arrangements report in 2018/19. All paperwork submitted within statutory timeframe.</p> <p>All students receiving access arrangements receive the support they are entitled to.</p> <p>Students have their needs met by the curriculum.</p> <p>School continues to have a significantly below average rate of exclusion and permanent exclusion for students with SEND.</p> <p>School teachers are supported to deliver effective SEND provision.</p>
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Covid arrangements:

Due to the Covid-19 restrictions, the Academy has run its SEND provision differently. There has been a SEND bubble of students from multiple year groups, with two members of the SEND team supporting these children for all lessons.

Teaching assistants are working within bubble groups rather than working across year groups, due to the close nature of working with students.