

# Joyce Frankland Academy, Newport

## SEND Information Report: 2022-2023



### What is our vision?

At Joyce Frankland Academy, Newport we take a whole Academy, inclusive approach to students with special educational needs and disabilities (SEND), recognising that the aims of the Academy (*‘to be good members of the Common Wealth’*) are the same for all students, whatever their abilities. Our Academy Vision is for all students, regardless of their ability, to “explore, fulfil and flourish” and develop key qualities we believe are essential to lifelong learning: imagination, independence, inquisitiveness and insight. With this in mind, we strive to ensure that we create a positive and inclusive learning environment in which all students, irrespective of individual learning needs, can access the curriculum at a level which allows them to experience success.

This SEND information report should be read in conjunction with Academy SEND policy and also the Local Offer which is a resource developed by Essex County Council to signpost services, support and provision for children and young people with SEND and their families in the local area. [www.essexlocaloffer.org.uk/](http://www.essexlocaloffer.org.uk/)

### What is the purpose of this document?

The purpose of this document is to inform parents and carers about:

- How we welcome students with SEND into our Academy community
- How we support them in all aspects of school life
- How we strive to remove barriers to achievement
- How we work in close partnership with parents/carers, other professionals/agencies and with the students themselves.

### What are special educational needs and disabilities?

“Children are deemed to have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if:

- their learning and development occurs at a very slow rate;
- their attainment is at a level that is significantly below age-related expectations and there is evidence of an increasing gap”.

*Section 312 Education Act 1996*

“A person has a disability...if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.”

*Section 1(1) SEND Act 2001*

SEND is categorised in four broad areas of need and support:

- **Cognition and Learning:** which includes moderate and severe learning needs including global learning delay and specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia
- **Communication and Interaction:** which includes speech language and communication needs, Autism Spectrum conditions

- **Social, Emotional and Mental Health:** which includes difficulties with poor mental health and wellbeing including anxiety and depression, difficulties with regulating and managing emotions, disorders such as ADD, ADHD or attachment disorder
- **Sensory and Physical:** which includes physical disability, vision, hearing or multisensory impairment

Many students have learning difficulties that fit clearly into one of these areas, whereas some have needs that span multiple areas.

Special Education is where students with SEND require education/training which is different or additional to that made generally for other students of the same age by mainstream settings in order for them to make progress and achieve some success.

### Who do we currently support at Joyce Frankland Academy?

The Learning Support Team currently support students with additional needs in all four of the outlined SEND categories. Our current students have a wide range of needs including Autism, mild/moderate physical impairment, specific learning difficulties, severe and persistent literacy difficulties, SEMH, moderate hearing impairment and global learning delay. We also work alongside the Pastoral Team to support students with a range of medical conditions.

The numbers of students we currently support or monitor are:

Support Level	Y7	Y8	Y9	Y10	Y11	Y12	Y13
<b>EHCP</b> <i>(High Needs)</i>	5	3	1	2	1	0	0
<b>SEND Support</b> <i>(Additional School Intervention)</i>	23	15	12	14	4	4	1
<b>Tier 2</b> <i>(Additional Needs Monitoring List)</i>	9	20	21	15	21	2	3
<b>Totals</b>	37	38	34	31	26	6	4

*(Figures correct as of 29.11.22 - For details re the difference between SEND Register and Tier 2, please consult the SEND policy)*

### Who is involved with supporting students with SEND at Joyce Frankland Academy, Newport?

Mrs Carolyn Amado, Assistant Principal and SENDCo is responsible for overseeing the SEND provision at the Academy and can be contacted on [camado@joycefrankland.org](mailto:camado@joycefrankland.org)

Mrs Amado is supported by Mrs Apostolou, SEND Administrator, who can be contacted on [capostolou@joycefrankland.org](mailto:capostolou@joycefrankland.org)

The Learning Support Team currently comprises two Lead Teaching Assistants and five Teaching Assistants. We currently have a vacancy for an additional Teaching Assistant that isn't yet filled:

Ms Birss	<a href="mailto:bbirss@joycefrankland.org">bbirss@joycefrankland.org</a>
Ms Garay	<a href="mailto:mgaray@joycefrankland.org">mgaray@joycefrankland.org</a>
Mrs Lewis	<a href="mailto:klewis@joycefrankland.org">klewis@joycefrankland.org</a>
Mrs McLean	<a href="mailto:tmclean@joycefrankland.org">tmclean@joycefrankland.org</a>
Mrs Phipps	<a href="mailto:sphipp@joycefrankland.org">sphipp@joycefrankland.org</a>
Mrs Porter	<a href="mailto:mporter@joycefrankland.org">mporter@joycefrankland.org</a>
Ms Todd	<a href="mailto:stoddwickens@joycefrankland.org">stoddwickens@joycefrankland.org</a>

*(for further detail regarding specific roles and responsibilities within the Learning Support Team, please refer to the SEND Policy)*

The SEND Code of Practice (2014) highlights the professional responsibility of all teachers to meet the needs of students with SEND and as such parents/carers are encouraged to raise any subject specific or pastoral matters requiring attention directly with relevant subject teachers or with the form tutor in the first instance.

Contact details for all Academy staff can be located on the Academy website and are all in the format of 'first initialsurname@joycefrankland.org i.e. Mrs Amado = camado@joycefrankland.org

### **What training and expertise do Academy staff have?**

The Assistant Principal (SENDCo) holds a B.Ed, QTS and has completed the National Award for SEND Coordination. She also has a CP3Ta - Certificate in Psychometric Testing, Assessment and Access Arrangements and is a member of the British Psychological Society and is therefore qualified to undertake educational testing including for Exam Access Arrangements. The SENDCo is also an English teaching specialist with extensive experience of teaching at KS3, 4 and 5. The SENDCo attends regular SEND network meetings and looks to disseminate and implement information and appropriate interventions and actions accordingly, in addition to strategically leading the development of SEND at the Academy.

Members of the Learning Support Team have undertaken training in a wide range of areas including: severe and persistent literacy difficulties, Autism, Speech, Language and Communication, Emotional Health and Wellbeing, Mental Health First Aid and Mentoring Skills. Training with a specific focus on SEND Administration has also been completed by the SEND Administrator.

The Assistant Principal (SENDCo) supports the programme for staff development across the whole Academy through quality assurance of Teaching and Learning, in particular, High Quality Teaching which features comprehensively in the annual programme of CPL at the Academy. There is additional targeted support available for staff where it is needed.

### **How are students with SEND identified at Joyce Frankland Academy?**

Whether a student joins the Academy as part of a new Y7 Cohort or as a mid-year admission later into their educational journey, key information is shared and gathered at the point of transition.

This includes:

- Liaison with previous school to discuss current level of support upon transition
- Liaison with parents/carers
- Liaison with outside agencies who support a student
- Liaison with County in the case of students with existing EHCPs
- Analysis of any SEND support documentation including EP and other specialist reports, IEPs/Pupil Passports etc
- KS2 SATS data
- CATS tests
- For mid-year admissions, current KS3/KS4 attainment levels

All students on the SEND register and Tier 2 List, alongside all students who either did not sit or did not meet the government set age related expectations benchmark in their SATS may be asked to take part in

some further testing run by the SENDCo. These tests may include assessment of spelling, freewriting, reading or processing skills.

Students' learning difficulties may at times be identified later in their school journey via regular data collections and continuous monitoring by class teachers, the learning support team and the pastoral team. Any ongoing concerns are reported by Academy staff to the SENDCo. Likewise, should a parent/carer suspect that their child may have a special educational need, they should contact the SENDCo or SEND Administrator. Further assessment or investigation, if required, may be carried out in-house or referrals/signposting made to relevant outside agencies.

### What provision is available for students with SEND at Joyce Frankland Academy?

<b>Wave 1 of the Graduated Approach to SEND Support: High Quality Teaching</b>			
High Quality Teaching provides a consistent and challenging learning environment with suitable differentiation and personalisation according to all students' needs and as such is the most important aspect of our provision.			
<b>Students with SEND may access the following provision as part of Waves 2 &amp; 3 of the graduated approach. Provision varies and is based on individual/group needs.</b>			
<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, mental and emotional health</b>	<b>Sensory and/or physical</b>
Key Worker support	Key Worker support	Key Worker support	Key Worker support
Small group teambuilding/social skills.	In class TAs to support with differentiation	Small group teambuilding/social skills	School liaison with Occupational Therapy teams working with the student.
1:1/small group speech and language	Small group/1:1 withdrawal groups for additional literacy/ numeracy support with a focus on pre and overlearning as well as key skill development	1:1 mentoring	School liaison with Physiotherapy teams working with the student.
External Support from Speech and Language Therapist		1:1 Counselling	
		Pastoral Team support	
		Access to 'The Hive'	Specific Equipment (lifts/hoists etc.)
Exams Access Arrangements	Access to reading pens	Access to Learning Support as a quiet place at breaks and lunchtimes.	Access to a Sensory Room in The Hive
	Targeted Interventions which may include:	Targeted SEMH Interventions which may include:	Adaptation of teaching resources where needed, including the use of ICT and accessible equipment and assistive technologies. (with support from outside Specialists)
	- Precision teaching	- Anger or stress management	
	- Self-regulated strategy development	- Exam Stress	
	- Paired writing	- Risk Avert	
	- Paired reading		
	Homework/Library Clubs	Exams Access Arrangements	Access to the medical room as needed
	KS4 Study Support Option		
	Exams Access Arrangements		Exams Access Arrangements

## **How accessible is the Academy site?**

The Academy works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal, where there is an identified need, we will work with outside professionals such as specialist teachers, occupational therapy and specialist nursing teams.

Our site accessibility arrangements include:

- Ramps
- Disabled Toilet facilities
- Lifts
- Modified furniture – can be arranged through the Specialist Teacher Service at the Local Authority.
- Hoists
- Specialist PE Equipment

For further details, please consult our Accessibility Plan which can be located on the Academy website.

## **How can examinations be made more accessible to students with SEND?**

For public exams, Exam Access Arrangements may be put in place for students with SEND who meet the Joint Council for Qualifications' criteria. Access Arrangements include the use of a reader, scribe, laptop, rest breaks or extra time. Assessments are carried out by the SENDCo or the Academy's linked Educational Psychologist and applications processed by the Academy's Exams Officer.

Students may be referred for formal Access Arrangements assessment towards the middle/end of year 9 so that the most appropriate arrangements are put in place as they commence their GCSE studies. This is because Exams Access Arrangements are only granted to students when this is their 'normal way of working', and where approved standardised assessments conducted by an approved assessor provide sufficient evidence to substantiate the application. Students and parents/carers are asked for consent before requests to exam boards are requested.

## **How does the Academy evaluate the effectiveness of its SEND provision?**

As an Academy, we believe that regular monitoring and evaluation is vital to ensure effective SEND provision. The progress of students is regularly assessed and reviewed in order to determine the effectiveness of High Quality teaching for students with SEND and also the effectiveness of any additional intervention programs. We do this in several ways including:

- Regular learning walks
- Analysis of the attainment and progress of different groups of students with SEND
- Monitoring of EHCP outcomes (in particular at in-depth Annual Review Meetings)
- The views of parents and students
- Monitoring visits by the SEND governor
- Scrutiny of the effectiveness of interventions; monitoring progress through reading, writing and spelling standard scores updates at appropriate intervals etc.
- Monitoring the procedures for the identification and assessment and the effectiveness of Assess, Plan, Do, Review cycles.

## **How do we consult with students with SEND and involve them in their education?**

In line with the SEND Code of Practice (2014), students at Joyce Frankland Academy, Newport can expect to be fully involved in decisions that are made regarding their education and needs. This is accommodated via the person-centred Assess, Plan, Do, Review (APDR) as a key part of the graduated approach to SEND support. The APDR cycle helps to inform future interventions as well as map success and areas for development, and begins with a commitment to developing any action plans in line with their hopes, dreams and aspirations.

All students on the SEND register both at EHCP and SEND Support level have a personalised APDR record which is shared via Provision Mapping (Edukey) with all relevant Academy staff as well as parents/carers. These records are reviewed termly with individual students as a key part of the person-centred approach to SEND support provision. All students are involved in planning and termly reviews and updates of their plan and their views and opinions are a key feature throughout the process.

Students on the SEND register are allocated a named key worker to act as an advocate and mentor to the student and inform their personalised APDR plan. All students are encouraged to actively engage in this process so that their views can be heard. For most students, this key worker is their Form Tutor, but for some it may be a Teaching Assistant, the Head of Year or a member of the Academy Leadership Team.

## **How do we consult with parents/carers of students with SEND and involve them in their child's education?**

We aim for open and transparent communication and consultation with parents/carers. The SENDCo and other members of Learning Support are happy to speak to parents/carers on the phone or to meet face to face, both through parents' evenings, statutory review meetings and other meetings as the need arises. Email can also be useful as it allows for clear communication which can be referred back to, as required. When periodically reviewing APDR outcomes and progress, some brief parent/carer feedback is requested; we are mindful of home and work commitments preventing many parents/carers from easily attending daytime meetings and so are happy to receive feedback over the phone or via email.

## **What are the admissions arrangements for students with SEND?**

There is no difference in the admission arrangements for students with SEND who do not have an EHCP to the arrangements for other students. Students with an EHCP have a different application process; County will support parents/carers with this process.

<https://www.essex.gov.uk/school-places-for-children-with-send>

## **What are the primary-secondary transition arrangements for students with SEND?**

Transition for all students from primary schools includes the following:

- primary staff information- sharing meetings – coordinated by the Head of Year
- visits to students at their primary schools – coordinated by the Head of Year
- new parents evening, daytime events and settling in evenings
- student induction days

For students with identified SEND needs, our SENDCo, Lead Teaching Assistants and SEND Administrator liaise with the primary SENDCo and ensure that personalised plans are in place prior to September starts. For certain SEND students there may be extra transition opportunities, including: SENDCo or Lead Teaching Assistant visits to the primary school, individual parental and student visits, additional taster days, further class teacher liaison and extra visits to the primary school by members of our TA team, which may include observations.

## **What are the Post-16 transfer arrangements for students with SEND?**

Transfer arrangements for students moving to Post-16 providers depend on the needs of the individual student and also to which setting they may be transferring. Examples of support offered include individual visits and taster days, liaison between our SENDCo and pastoral team and those at Post-16 providers, a comprehensive data exchange between the Academy and Post-16 providers (including a transfer of statutory paperwork, support history and any approved exams access arrangements).

## **How are students supported in preparing for adulthood and independent living?**

All students at the Academy are encouraged to develop skills in creativity, reflection, enrichment, self-management and teamwork via timetabled PSHE lessons. The PSHE curriculum also includes a focus on careers education. All students receive careers guidance and support with completing college applications. Dependent on need, certain SEND students may have targeted work experience or may have adapted timetables to include life skills within the local community. Students with an EHCP are offered additional support from the Preparing for Adulthood team from County; contact with the Preparing for Adulthood Adviser tends to begin with a meeting towards the start of Y10 and the adviser will attend a student's Year 11 Annual Review meeting.

## **Where can parents/carers access independent help and support?**

The **Essex SEND IAS Service** (Special Educational Needs and Disabilities Information Advice and Support Service) is a free confidential and impartial information, advice and support service for parents, carers and children and young people (aged up to 25 years) in relation to special educational needs and disabilities.

They can be contacted in the following ways:

- Helpline: 0333 013 8913 9 (*manned throughout the year, 9am-5pm, Mon to Thurs and 9am – 4:30pm Fri*)
- Online referral form: [SENDIASS Parent/Carers Contact Form](#)
- Email: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)
- Text: 07860 003010

**Independent Provider of Special Education Advice** (known as IPSEA) is a registered charity which offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professionals and other organisations.

Though they are a national charity, the location of IPSEA is very convenient for JFAN families who may require some legal advice as they are based in the centre of Saffron Walden.

- Telephone: 01799 582030 (Monday to Friday, 9am-5pm)
- Online appointment booking: <https://www.ipsea.org.uk/contact-ipsea>

## **What are the procedures for making a complaint?**

As an Academy, we work hard to be in effective communication with students and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily and effectively.

If the situation arises where parents/carers have a concern about the provision being made for their child or the impact of that provision, and feel that the SENDCo has been unable to reassure them that their needs are being met effectively, then the Academy's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the Academy's attention.