

SEND Information Report for Archbishop Sancroft High School (A Church of England Academy) 2021/2022.

Part of the Norfolk Local Offer for Learners with SEND

Welcome to our SEND information report which is part of the Norfolk Local Offer for students with Special Educational Needs and disabilities (SEND).

All governing bodies of maintained schools, maintained nursery schools and academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Archbishop Sancroft High School (A Church of England Academy) we are committed to working together with all members of our community.

This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. Your feedback can be sent directly to the following members of staff:

Mr Rob Connelly, Executive Headteacher - rconnelly@ashs.stbenets.org

Mrs L Botwright, Harleston Federation SENCo - lbotwright@harelston.stbenets.org

Mrs Carolyn Whittleton, SEND Manager - cwhittleton@ashs.stbenets.org

Mrs Erica Summers, our SEND Governor - gov-esummers@ashs.stbenets.org

If you have enquiries related to the Norfolk Local Offer please refer to their website:
<https://www.norfolk.gov.uk/children-andfamilies/send-local-offer>

If you think your child may have special educational needs and/or disability, please contact our SEND Manager on 01379 852561 or email as per the address above

Our Approach to Teaching Learners with SEN-D

At Archbishop Sancroft High School (ASHS), we passionately believe in an inclusive education for all and are dedicated to providing a "whole school" approach to raising achievement in line with the students starting point. We are incredibly proud of the personal, social and academic achievements of our students with Special Education Needs and Disabilities and are confident that through a personalised and inclusive learning environment we help students go from ASHS to Anywhere!

As part of the Harleston Federation we are a community that flourishes, through God's love, to live 'Life in All its Fullness'. John 10:10 and John 13:34. We care for your child's safety and well-being; we know your child as a whole person and take an interest in their life both within and beyond school; we ensure that your child is fully challenged to develop all their

abilities and talents; we provide a broad and balanced curriculum, which will be related to the individual needs of your child; we achieve high standards of work and behaviour through consistently high expectations, we reward your child through the school's rewards system; keep you informed about general school business and your child's progress and we are open and welcoming; accommodating the questions and concerns of parents and students as they arise.

We have high aspirations for our students and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community and supports them to make the best possible progress and achieve well regardless of their individual needs.

Mrs Whittleton, our SEND Manager has the responsibility for the day-to-day operation of the schools SEND Policy and operates in accordance with the national Code of Practice 2015 to provide effective support for students with SEND. Mrs Botwright, the Harleston Federation SENCo oversees this.

Using the Assess, Plan, Do, Review cycle, we make sure that additional needs are identified early, and offer a range of provisions according to those identified needs.

What we do to support Learners with SEND

At ASHS, every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teachers' Standards 2012 can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

Our teachers use a variety of strategies to enable access to the curriculum and ensure maximum engagement in the classroom. These strategies may include:

- Nurture provision
- 1-1 or small group work
- In class support
- Differentiated resources and activities
- Visual aids
- Writing frames
- Laptops, or other alternative devices
- Learning Mentors
- Positive behaviour rewards systems.

Each learner identified as having a SEND is entitled to support that is 'additional to or different from' a normal curriculum offer. The type of support or intervention is dependent on the pupil's learning needs and is intended to enable access to their learning and overcome any identified barriers. At ASHS, we share information with our colleagues in St Benets Multi Academy Trust so that we can learn from each other, and demonstrate what we offer for all learners with SEND. We are also able to promote consistent practice across all the Academies/ Schools in our Trust ensuring equality of opportunity.

How we identify SEND

At different times in their educational journey, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Academy age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions.”

If a student is identified as having SEND, we will provide educational opportunities that are ‘additional to’ or ‘different from’ the curriculum in order for them to have access and help them to overcome their identified barriers.

Students can fall behind in their learning for many reasons. They may have had a long period of absence, have attended lots of different settings and therefore have a number of gaps in their learning, English may not be their first language or their pastoral needs may affect their ability to learn. This does not mean that all vulnerable learners have SEND. Only those with a barrier to their learning that requires special educational provision will be identified as having SEND.

The four broad areas of need are identified as:

Communication and Interaction (including children with Autism Spectrum Disorder and those with Speech, language and Communication Needs)

Cognition and Learning (including children with Specific Learning Difficulties, Moderate Learning Difficulties and Profound and Multiple Learning Difficulties)

Social, Emotional and Mental Health Difficulties (including any pupils who have an emotional, social or mental health need that is impacting on their ability to learn)

Sensory and/or Physical Difficulties (including children with hearing impairment, visual impairment, multi-sensory impairment, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder and physical difficulties)

Our SEND profile for September 2021:

Our total number of students on roll as of 6th September 2021 is 492. Of those 492 students, 21.1 % of children identified as having SEND, and 14 of those have an Education, Health and Care Plan.

11.4% of 492 students are identified as having SEND linked to Cognition and Learning as their primary identified need

1.2 % of 492 students are identified as having SEND linked to Communication and Interaction as their primary identified need

7.1 % of 492 students are identified as having SEND linked to Social, Emotional and Mental Health as their primary identified need

0.6 % of 492 students are identified as having SEND linked to Sensory and/or Physical needs as their primary identified need

Assessing SEND

Subject and Form Teachers, Support staff, Parents and Carers and the student themselves will be among the first to notice any difficulty with learning. At Archbishop Sancroft High School (A Church of England Academy), we ensure that assessment of special educational needs centres around the student, their parents/carers and their Teachers.

The Special Educational Needs and Disabilities Coordinator (SENDCo) will also support the identification of barriers to learning. We have a range of assessment tools available within the Academy. To further support some students, we may seek advice from specialist teams. In our Academy we have shared access to various specialist services, as identified below:

Educational Psychologist – Judith Carter (Willow Tree Learning)

Speech and Language Therapist – Zoe Banham (Communicate)

CAMHS (Child & Adolescent Mental Health Service)

Dyslexia Outreach Service

Attendance Officers

Access Through Technology (a medical professional must give permission for this referral)

Norfolk County Council's Virtual School Sensory Support

Our own 'in-house' Pastoral Support Team

'In-house' Structure

We employ 4 full time and 5 Part time Learning Support Assistants. These key members of staff are an incredible provision for our learners with SEND.

The following staff members are employed to support our learners in Archbishop Sancroft High School:

Mrs Whittleton (SEND Manager) PHOTO HERE		Mr Miller (Nurture Teacher) PHOTO HERE	
Mrs S Deemer (Learning Support Assistant) PHOTO HERE	Mrs H Fogg (Learning Support Assistant) PHOTO HERE	Miss P Frost (Learning Support Assistant) PHOTO HERE	
Mrs D Griffin (Learning Support Assistant) PHOTO HERE	Miss C Robinson (Learning Support Assistant) PHOTO HERE	Mrs C Miller (Learning Support Assistant) PHOTO HERE	
Mrs C Cook (Learning Support Assistant) PHOTO HERE	Mrs W Flatt (Learning Support Assistant) PHOTO HERE	Ms R Blackledge (Learning Support Assistant) PHOTO HERE	
Mrs C Prest (Learning Support Assistant) PHOTO HERE			
LSAs can be contacted by email – all details can be found on the ASHS school website			

Funding for SEND

Archbishop Sancroft High School (A Church of England Academy) receives funding directly from the Local Authority to support the needs of learners with SEN-D. Our SEN-D Memorandum for 2021/2022 is: £197,826

Each term Archbishop Sancroft High School (A Church of England Academy) can apply to Norfolk County Council for Element 3, (High Needs Block: top up funding) to enable us to support pupils' SEND where required, over and above the mandatory cost threshold of £6000 per pupil.

The Harlesston Federation of schools are committed to working together to improve learning for all. We are able to share resources, training and moderate provision for learners with SEND.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Archbishop Sancroft High School (A Church of England Academy). Parents and carers, students and staff are all involved in reviewing the impact of provision for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that we follow a student-centred approach. Before any additional provision is put in place to support a student, the SEND Manager, Subject Teachers, Parents/Carers and the student have those all-important conversations in regard to learning and expected outcomes

Each student is invited to take part in a Triangle Progress Review, each term, as an opportunity for them to reflect upon their own learning and set themselves targets for the next term. Parents and carers are usually (pre Covid-19) invited to a 'drop-in' session to discuss their students' review. However, due to the current pandemic, and restrictions in place, we invite parents to call or email in to the school directly.

If a student has an Education Health and Care Plan (EHC plan) this will also be formally reviewed every year, or sooner should the need arise.

The SEND Manager collates and reviews any data from any intervention and provision.

Progress data of all students is collated by the entire Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy data is also monitored by the St. Benet's Trust, the Local Authority and Ofsted.

Other Opportunities for Learning

All students should have the same opportunity to access extra-curricular activities and at Archbishop Sancroft High School (A Church of England Academy), we pride ourselves on

offering an extensive range of extra-curricular opportunities that are available to all. These can be found on our website and are also published as part of our Executive Headteacher's weekly message. We are committed to making reasonable adjustments to ensure participation for all, so please feel free to contact our Executive Headteacher or SEND Manager to discuss specific requirements.

All staff at Archbishop Sancroft High School (A Church of England Academy) work within the Equality Act 2010. This legislation places specific duties on Academies/ Schools/Settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is: **"A person has a disability for the purposes of this Act if (s)he 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) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN-D, but there is a significant overlap between disabled children and young people and those with SEN-D. Children and young people may therefore be covered by both SEN-D and disability legislation. For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link:

<https://www.gov.uk/equality-act-2010-guidance>

Preparing for the next step in the educational journey of all students is vitally important. This can be transitioning to a new class, having a new teacher, moving on to another setting, training provider or moving into employment. Archbishop Sancroft High School (A Church of England Academy) is committed to working in partnership with students, families and other professionals to ensure positive transitions occur in all areas. Planning for transition is a part of our provision for all learners with SEN-D.

Careers and guidance is an integral part of the school curriculum at Archbishop Sancroft High School. We give all students from age 11 to 16 years the opportunity to develop an awareness of pathways and make informed choices based on personal aspirations. It features a coordinated programme which involves the whole school community including students, staff, parents and the local business community to produce a well developed and innovative approach which is matched to the needs of the student. For more information about Careers and Guidance please contact our Deputy Headteacher: Mr J Ahrenfelt, jahrenfelt@ashs.stbenets.org

Have your say

Archbishop Sancroft High School (A Church of England Academy) is part of the community. We shape and develop provision for all of our students ensuring achievement for all.

This SEND Information report declares our annual offer to students with SEND, but to be effective we require the views of all parents/carers, students, governors and staff. So please

do engage with our annual process of 'Assess, plan, Do and Review' provision for students with SEND.

Useful links

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.gov.uk/education/special-educational-needs-and-disability-send-and-highneeds>