



Community Ed Academy SEND Information Report 2023 – 2024

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Approved by: Headteacher	Sally Alden	
Approved by: Chair of Governors	Karen Beales	

This **Special Educational Needs and Disabilities (SEND) Information Report** informs parents and young people about how Community Ed Academy implements its SEN procedures. This report will be reviewed annually.

Community Ed Academy is an Ofsted registered Independent SEN School, supporting a variety of SEND needs. All staff are experienced in meeting the needs of young people with Social, Emotional and mental Health (SEMH). All of the students have Special Educational Needs and a current Educational Health Care Plan (EHCP).

The Headteacher is an advanced Special Educational Needs Co-ordinator (SENCO) and has a master's in special education needs. The Headteacher holds the responsibility for policies, procedures and curriculum planning which meets the need of all our students.

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Community Ed Academy Values and Ethos

Community Ed Academy is part of Community Ed C.I.C. a community interest company that supports young people and families Across Great Yarmouth and Lowestoft working with both Norfolk and Suffolk LA. The core values of Community Ed Academy are to provide opportunities to make positive choices, identify future aspirations and works to link these to future opportunities. Community Ed Academy is committed to meeting the individual needs of our young people, identifying students starting points and meeting their learning and social and emotional needs and progression and supporting all involved within our provision.

Person-Centred Learning

How does Community Ed Academy support young people with SEND?

Staff develop professional relationships with students which builds trust, models appropriate behaviour and provides positive reinforcement. This raises their self-esteem, leading to higher levels of motivation and encourages future aspirations. Community Ed C.I.C is able to demonstrate progress in addressing the needs of some of the hardest to reach young people across Norfolk and Suffolk.

As an Independent SEN school, we celebrate difference, developing the curriculum to allow students to explore differences, identify strengths and support weaknesses within themselves and others. Our ethos is to empower young people, providing them with the appropriate skills and opportunities to develop.

The students' social, moral, cultural and spiritual needs are at the forefront of the curriculum. This allows the students to explore their identity, rights and responsibilities and engage in

appropriate behaviour. The curriculum is built around individual needs, focusing on individual strengths, differentiation of learning and creative thinking. Many of our students need more support with social and emotional development. They may have had poor school attendance, struggled to build positive friendships or faced challenging circumstances. Community Ed Academy recognises that students will need support with social and emotional skills in order to be able to achieve academic success.

Recognising the individual needs of each of our students is critical to our delivery. A Person-Centred Plan (PCP) is co-constructed with parents and this information forms a detailed baseline. This information contributes to the Education Health Care Plan (EHCP). The PCP outlines targets and individual priorities that are then co-produced by students and staff. Information from the PCP can be used to update a student's EHCP keeping them relevant.

The timetable is updated termly and provides opportunities for one-to-one target setting and learning, covering academic and social / emotional aspects. The curriculum is structured but remains responsive to need. All documentation supports lesson planning and one-to-one provision. This allows us to respond to need and to deliver what is relevant at that point in time, alongside setting accredited schemes of work.

What kinds of learning needs are provided for through Community Ed Academy?

Community Ed Academy is registered with the Department for Education to provide 38 placements for students identified by the local authority as having significant specific learning difficulties and have an Education, Health and Care Plan (EHCP). Admission criteria is available from the local authority's SEN service. The school is a small secondary setting offering no more than 20 placements to both boys and girls.

We are able to support students with a range of needs including:

Social, emotional and mental health needs:

- Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder, or anxiety disorder.
- Sensory and/or communication needs:

A communication and interaction need includes speech, language and communication needs (SLCN) and autism spectrum conditions (ASC). Cognition and learning needs including moderate learning difficulties, dyslexia, dyspraxia, and dyscalculia.

- Specific Learning Difficulties (SpLD):

SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly: Dyslexia. Dyspraxia / DCD. Dyscalculia. A.D.D / A.D.H.D.

- Communication and interaction need;
- cognition and learning needs
- sensory and/or physical needs
- physical disabilities and visual impairments.

How are special educational needs identified and assessed?

Norfolk and Suffolk County Council provides advice on their websites about the assessment of SEND.

Information from a student's previous school will initially be used to determine whether a student may have existing special educational needs. If required, the school may attempt to assess whether these needs are still valid.

Upon entry, the school will use the students' current EHCP alongside the student's Person-Centred Plan to identify a starting point and set progression targets alongside identifying areas of need. All students undertake a range of assessments - including a dyslexia screening as soon as the student is confident to sit assessments - to try and identify any possible cognitive difficulties. For other types of need, the school makes use of checklists and observation to ensure barriers to learning are accurately identified.

There are many barriers to learning that all students may face at some point in their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure that all students achieve. Our classes are small and our teachers are experienced in identifying individual need. Parents are encouraged to share concerns with the school at their earliest opportunity. This can be done via the school office and the right member of staff will support you.

What is the school's approach to teaching students with learning needs?

Community Ed Academy aims to help all students realise their potential. We endeavour to identify the barriers to learning that may result in under achievement and co-ordinate additional provision where required. Due to the small class sizes and the high staff to student ratio the school can deliver an individual timetable, meeting all student levels, alongside providing the opportunity for students to work with peers and gain valuable social and emotional skills. The curriculum is broad and covers all subjects; class sizes remain small and supported. Students have the opportunity to participate in areas of individual interest to maximize engagement and progression. With consideration of an individual's starting point the aim is for all students to make progress through a range of well-planned and creative learning opportunities that are structured to challenge and motivate.

Assessment of additional need focuses upon four factors: the student's learning style, the learning environment, the tasks and activities undertaken and the teaching style.

Individual timetables provide a mix of group learning, one to one learning, as well as tailored off site opportunities which all contribute to the school's curriculum.

How does the school adapt the curriculum and environment to meet the needs of the students?

Our school is small and is designed with the needs of our students in mind. There are several classrooms and additional break out spaces to enable smaller group and one to one work to take place effectively. Students and staff eat lunch together, which is cooked on site, encouraging social interaction and positive behaviour. There is a small garden and students frequently access local facilities. There is a high staff to student ratio and all staff work to ensure that students are offered full access to a broad, balanced and relevant education in a caring environment. Teaching assistants support teaching staff across the curriculum to plan lessons that are both accessible and lead to academic progress. This takes a number of forms,

including:

- Person-Centred Plans and schemes of work - giving specific information about required support and individual targets.
- Observing students in lessons and providing feedback to students and other staff directly after the lesson.

What is the level of training and expertise amongst school staff?

All staff have a high level of knowledge about learning needs and have access to a full programme of Continuous Professional Development (CPD). Regular training opportunities focus on particular learning difficulties and help to keep staff knowledge up to date and relevant. Community Ed Academy is dedicated to the development of staff and provides the opportunity to progress from teaching assistant to teacher through a supported learning programme in partnership with Norwich City College.

Community Ed Academy employs staff with a wide range of expertise, experience and qualifications. Specialist topics currently include; behaviour management, ADHD, Specific Learning Difficulties, Autistic Spectrum Difficulties and Speech, Language and Communication Needs. Staff with specialist knowledge share regular updates with all staff and will lead in-school training.

The Headteacher has a Master's in Education and Leadership that specialises in special educational needs.

How does the school evaluate the effectiveness of its provision for students?

Community Ed Academy evaluates the effectiveness of its provision in a number of ways, including:

- Comparing the achievement of our students to those with similar starting points nationally;
- Lesson observations and discussions with teachers
- Discussions with students and parents/carers
- Intervention analysis
- Guidance from external specialists (e.g., Educational Psychology Service)
- Monitoring by the Governing Body
- Incidents and behaviour management reports

Local authorities with students placed at the school undertake regular monitoring visits to evaluate the effectiveness of provision. Community Ed Academy has an experienced Quality Assurance Officer who works across the provision. This involves regular audits on key accreditation, alongside teaching and relevant procedures. Once a year the school contacts parents / carers to gather their views. Ofsted also regularly monitor our provision against the independent school standards.

How does the school monitor the progress of students with learning needs?

The academic progress of all students is monitored in line with the schools' assessment policy through weekly and monthly meetings that include feedback on each student, monitors progress against baseline assessments and targets, and addresses any concerns. Relevant staff members plan how to tackle any signs of under achievement. In addition, specialist school staff evaluate the impact of any additional provision put in place against the desired outcomes.

Community Ed Academy has a robust quality assurance process, which monitors students' progress against targets and challenges students to self-assess and provide evidence of learning.

What activities or additional support for learning is available to students with learning needs?

Students who require additional provision will have this included within their personalised learning journey. Students are given individual timetables that are in line with their specific needs. Community Ed Academy provides out-of-the-box creative lesson planning to maximize engagement and build confidence and motivation for learning.

Students have the opportunity for additional provisions in line with areas of interests; this helps students' social skills alongside providing creative learning opportunities and promotes future progression and move on routes. Students are always supported by school staff when undertaking individual timetable options, this makes off site learning more sustainable and encourages students to try new things.

Community Ed Academy also works in partnership with other professionals such as Child and Adolescent Mental Health Services (CAMHS) and Speech and Language services. Successful implementation of additional provision should lead to the reduction in the need for such provision in the long term.

Enrichments Team

We have a dedicated enrichment team that supports one-to-one learning and student's well-being. One-to-one enrichment or therapy session delivered by our full-time therapist can be built into individual timetables. Consideration will be given to the use of suitable ICT resources and external specialist support such as visiting therapists. The school has a fulltime therapist that support students one to one. This resource is also available to staff and parents helping them understand individual need and identify appropriate approaches.

What is available for the emotional and social development of students?

In addition to the extensive social and emotional work outlined previously in this document all students have access to an excellent enrichment support structure across the school. The enrichment team provides parent support. Furthermore, the school therapist is available

weekly to speak to parents / carers about concerns they may have about their child's emotional and social development. The Headteacher is also the schools SENCO and is available daily. The curriculum supports social and personal development.

How are parents / carers involved in the decisions made for their child?

Staff at Community Ed Academy value the important role that parents / carers play in supporting the educational achievement of their children. In addition to all statutory obligations of schools to report to parents, we welcome more regular liaison between home and school to ensure that concerns are identified early and provision for students matches their needs. All students sign a home school agreement, parents agree to work with the therapy team and co-construct an Individual Person-Centred Plan for their child.

All students are provided with a keyworker, a member of staff that will support the students EHCP (Education, Health & Care Plan) and annual reviews; they can act as the first point of contact for communication between home and school when needed. All staff working with students will call home and provide feedback at least once a week. This provides an opportunity to celebrate positive achievements, identify a student's appropriate choices and discuss any on-going challenges.

The Headteacher is available informally for support and advice as well as professionally in reviews and EHCP meetings and alongside the class teacher, to provide advice and guidance, or to listen to any concerns that a parent or young person might have.

How are students with learning needs involved in the decisions made for them?

Student co-operation and involvement is central to ensuring that any provision put in place is appropriate and effective. Students have an initial planning meeting with a member of staff where a young person's views are sought, on what is going well and where support or guidance is required.

Whilst all students have their own mentor as a key contact, students will have their progress monitored by teaching staff who are also available to address any concerns young people or their parents / carers may have.

What additional expertise can be accessed for students with learning needs?

Through working together to fully support the achievement of all students, staff at Community Ed Academy aim to work effectively with all outside agencies. The ability of the school to access the services of outside agencies is subject to change and can be dependent upon both the permission of parents and carers being granted before their involvement can be sought and the referral criteria of the outside agency itself. Such services could include:

- [Norfolk Early Help](#)
- [Norfolk Child and Adolescent Mental Health Services \(CAMHS\)](#)

How can I contact other support services for my child?

Search for Norfolk or Suffolk Local SEND Offer and the Suffolk Local Offer for the best up to date information about what is available for young people with SEN.

How are students supported for transition during Year 11?

There are a number of additional ways that students with learning needs can be supported to make a successful transition to local Colleges. An enhanced transition plan is co-produced by the young person, parent / carer, school staff and the Local Authority which could include:

- formal transition meetings between all relevant parties;
- early copies of specialist reports;
- EHCP updated to support transition
- Additional visits to familiarise themselves with the environment and key staff;
- Additional visits with other students transitioning to the college; observation visits by local college staff;
- College rules and expectations;
- Buddying with existing students.

A student's keyworker will be timetabled to support transition and continue to support where needed up to three months after the student's start date.

How are students supported for the transition to post-16 education?

The school provides comprehensive post-16 information to all students. Students visit the colleges to meet with representatives. Students visit careers fairs in years 10 and 11 where most local providers of post-16 education and apprenticeships are present. All students will also have access to one to ones with our post 16 advisers. Students will have learning opportunities within their independent timetable to pursue careers advice and experience during years 9 and 10 and this is further enhanced in year 11.

What is the procedure for registering a complaint with the governing body?

If parents or carers have concerns about the provision available for their child and, after discussions with relevant staff, feel the matter to have not been fully addressed, they are encouraged to forward their views to the Headteacher in line with the school's Complaint Procedure policy. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the Chair of Governors. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. Please see a copy of our Complaints Procedure.