



CECIL JONES

ACADEMY

SEND Information Report

September 2018

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At Cecil Jones Academy we have a wide and varied cohort with ten per cent of the students supported on the SEND register. We support students in the four broad areas of SEND:

- 1. Communication and Interaction**
- 2. Cognition and learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

	SEN Support	EHCP	Total
Year 7	24	2	26
Year 8	23	3	26
Year 9	13	2	15
Year 10	9	4	13
Year 11	11	2	13
P16	0	0	0
Totals	80	13	94

- Cecil Jones Academy SEND register is 11.2% of the cohort about 3.5% less than national average (15%) and approximately .5% smaller than Southend (12%).
- Our EHCPs at 1.5% are slightly lower than Southend (3.2%) and just below National average (2.8%).

Social, Emotional and Mental Health	25.5%
Autistic Spectrum Disorder	9.5%
Visual Impairment	0%
Hearing Impairment	2%
Cognition and Learning	35%
Communication and Interaction	5%
Specific learning Difficulty	18%
Physical Difficulty/Medical	4%

Vicky Moore is the SENCo at Cecil Jones Academy and she heads a dedicated team with Sharon Hollick as her Assistant SENCo, 8 Co-Educators, and a qualified Counselling team.

At Cecil Jones Academy students are assessed half termly in addition to having their reading and spelling abilities tested annually. From this information and through consultation with students and their parents a decision is made whether a student needs additional support from Targeted Services.

Additional support is provided in a variety of ways, depending on the individual needs of the student. We provide in-class support, interventions throughout the school day and targeted 1-1 support for those students with more complex needs.

Students who receive additional support are monitored and reviewed three times a year.

Effectiveness of provision is reviewed holistically via learning walks, observations, discussions, assessments, book checks, data analysis and feedback.

Parents, students and their teachers meet to review targets and plan for next steps taking into account the views of the students and which strategies work for them to ensure progress. This information is recorded and copies are shared with parents, student and teachers in a secure way.

On transition into the academy there is close liaison with our surrounding junior schools and SEND students have the opportunity to come into school in small groups to experience workshops and meet key staff. We recognise the importance of smooth transitions and plans are made according to the individual needs of the student.

Moving on from Cecil Jones is equally important and we liaise with further education providers and support students with applications and interviews to enable them to continue with their education at an appropriate placement. Transitional reviews also take place at all Key Stage transitions where the students are consulted and advised about option choices, further training and education.

All students at Cecil Jones Academy receive quality first teaching and for those where additional adaptations are required the class teacher and Targeted Services team work closely together to ensure information and strategies are shared. Work is differentiated where appropriate so that students can be independent in their learning. The ethos of the classroom facilitates students to be confident and seek help when needed.

The academy is fully accessible to all students via lifts, ramps and appropriate signage.

All staff receive training to ensure knowledge and understanding of special educational needs is current, relevant to the needs of the students and in line with the current code of practice. This forms part of the regular Continual Professional Development of staff.

Targeted Services staff as well as Student Well-Being Managers and College Leaders regularly liaise with staff from outside agencies whether it is through a Team Around the Child approach or written reports to ensure students are supported holistically.

At Cecil Jones all students are encouraged and supported to develop extracurricular skills and students with additional needs continue to play an active role in sports and performance as well as the Duke of Edinburgh Awards.

In September 2014 a new Special Educational Needs Code of Practice came into effect. From this time Local Authorities must publish a Local Offer, setting out in one

place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs. (SEN)

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Further information on what is available from Southend Borough Council can be found at www.southendinfopoint.org

Included as part of these changes to the Code of Practice the main areas of SEN will be slightly altered and will encompass the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Cecil Jones Academy provides details of the resources, interventions etc. that we provide to support children with SEND. In addition Cecil Jones Academy staff work closely with outside agencies and other professionals, acting on their advice and strategies where they are involved with our students.

If you would like further information about what we offer then please do not hesitate to contact our SENCo, Vicky Moore, directly.

Cecil Jones Academy SENCo has liaised with Local Authority staff for advice, consulted parents and students and taken on board their views. This is a living document and will change to reflect our cohort.

Arrangements are in place for children who are looked after by the local authority, and have special educational needs. The SENCo attends LAC reviews and PEP meetings to ensure that the additional needs are being met.

Communication and interaction needs:

	Provision	Criteria
Speech, language and communication needs	<p>Access to support and advice from a Speech Therapist - obtained through the Early Help Family Support Assessment (EHFSA)</p> <p>Access to support and advice from the specialist Speech and Language Teacher at the Speech and Language Unit</p> <p>Social Skills Group</p>	Students who have been identified as having speech and language difficulties
Autistic Spectrum Disorder (including Asperger's Syndrome and autism)	<p>Access to support and advice from the St Christopher's special school who have expertise in ASD</p> <p>Social Stories</p> <p>Use of Time out cards</p> <p>Access to a Peer Mentor or an identified Co-Educator</p> <p>Access to the Educational Psychologist – through the completion of an EHA</p> <p>Social Skills Groups</p> <p>Homework Club</p>	Students who have been diagnosed with an Autistic Spectrum disorder

Cognition and Learning Needs:

	Provision	Criteria
Mild and Moderate Learning Difficulties	<p>Screening Programmes to identify those who need targeted support</p> <p>Interventions – group and individual support</p> <p>In-class support</p> <p>Peer Mentors</p> <p>Phono-Graphix Programme</p> <p>Homework Club</p>	Students who are identified to be working well below their peers nationally or below the 10 th percentile
Specific Learning Needs (e.g. dyslexia and dyspraxia)	<p>Dyslexia Screening Programme</p> <p>Access to the educational Psychologist – through the EHA</p> <p>Interventions- group or individual</p> <p>In-class support</p> <p>Assistive technology</p> <p>Lexia Literacy programme</p>	Students who have been diagnosed with Specific Learning Needs

Social, Emotional and Mental Health Needs:

	Provision	Criteria
Emotional needs	Access to Wellbeing managers Access to school counsellor Peer mentor Self-esteem workshop	Students whose emotional needs are having a negative impact on their development and/or academic progress Students whose needs may result in vulnerability to bullying
Mental health and wellbeing	Access to school counsellor Access to EWMHS (Emotional Wellbeing Mental Health Service) through the EHFSAs dependent on meeting their criteria Liaison with health professionals where appropriate Access to the school nurse	Students whose mental health is having a negative impact on their development and/or academic progress.
Social Needs	Social Skills Group Peer Mentor Joined up working with Social Care and other outside agencies dependent on need and meeting the agencies access criteria (some services can only be accessed through the completion of an EHFSAs)	Students whose social skills are having a negative impact on their development or academic progress.

Sensory and Physical Needs:

	Provision	Criteria
Hearing impairment	Access to a specialist teacher for the hearing impaired based at Kingsdown School Physical environment audit	Students with a diagnosed hearing impairment
Visual impairment	Access to a specialist teacher for the visually impaired based at Kingsdown School Physical environment audit Specialist equipment Adapted resources	Students with a diagnosed visual impairment
Physical impairment	Reasonable physical adjustments Access to support and advice from Physiotherapist and Occupational Therapist Use of lifts where appropriate	Students with a diagnosed physical impairment

Medical:

	Provision	Criteria
This can encompass many things and will be dependent on the needs of the individual child	Access to school nurse Individual care plan Medical room Secure storage for medication	Students with a diagnosed medical condition

Mediation and Dispute resolution arrangements

- The Local Authority will provide independent mediation and dispute resolution for parents and young people on request
- Mediation arrangements will be provided for parents and young people before a possible appeal to the Tribunal
- Disagreement resolution arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHC plan.
- Complaints procedures can be found on the academy website