



EBN Academy

SEND Information Report

EBN is a mixed KS3 & KS4 school caters for 90 full time equivalent students from 14 to 16 years of age. Mainstream schools refer students who are at risk of permanent exclusion.

Students in year 9 and 10 are 'dual registered' meaning they remain on their school's register as well as the EBN register whilst year 11 students are solely on the role of EBN.

EBN seeks to provide a secure, yet challenging environment in which all young people will achieve their full potential, regardless of needs or abilities.

We endeavour to integrate students with a wide range of special educational needs as fully as possible into the educational and social life of the school, encouraging them to feel valued, happy and active members of our community.

We recognise that all staff share the responsibility for recognising and supporting students' special educational needs, and that a teamwork approach will provide the security and balance needed by students requiring extra support for their learning.

The following SEND Information Report meets the requirements of the regulations that came into force on the 1st September 2014. In these regulations "the Act" means the Children and Families Act 2014. This SEND report addresses the questions asked in clause 65 of the Act.

<p>How does the school know if children need extra help and what should I do if I think my child has special educational needs?</p>	<p>At EBN children are identified as having SEN through a variety of ways including the following:-</p> <ul style="list-style-type: none"> • Liaison with the home school. • All new admissions are tested in their literacy, numeracy and scientific skills. This allows us to set up appropriate, challenging learning and to provide various interventions to support each student's learning and progress. • Concerns arisen through parents/carers. • Liaison with external agencies. • Health diagnosis through a health professional.
<p>How will I raise concerns if I need to?</p>	<ul style="list-style-type: none"> • Please talk to us first – firstly contact your child's tutor or our Student Welfare Manager or the Vice Principal. • We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and carers and hope they are able to do the same with us.
<p>How will school support my child?</p>	<ul style="list-style-type: none"> • Our Student Welfare Manager oversees all support and progress of any child or young person requiring additional support across the school. • The subject teachers will oversee, plan and work with each

	<p>child or young person with SEND in their class to ensure that progress is made.</p> <ul style="list-style-type: none"> • There may be a Personal Coach working with your child individually or as a part of a group within a classroom. • Your child may take part in interventions provided outside the classroom and may be removed from lessons or tutor time in order to boost attainment during an intense intervention. • The regularity of these sessions will be explained to the parents and carers when the support starts and regular feedback will be provided on the student's progress.
<p>Who will explain this to me?</p>	<ul style="list-style-type: none"> • The Student Welfare Manager will meet with parents and carers as part of the student's initial meeting to discuss their child's needs, support and progress. • The Student Welfare Manager will hold review meetings with the parents and student to provide support and updates on the student and their progress. • The Student Welfare Manager is available to discuss support in more detail if further information is required.
<p>How are the Governing Body involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> • At EBN Marie Rooney is the named SEN Governor. • The Vice Principal and the SEND Governor monitor the progress of all students throughout the school by auditing books, planning, marking and observing teachers, ensuring the needs of all students, including those with SEND are met and progress is being made. • The Vice Principal reports to the Governing Body every half term to inform them about the progress of children/young people with SEND; this report does not refer to individual students by name and confidentiality is maintained at all times.
<p>How will the curriculum be matched to my child's needs?</p>	<p>What are the school's approaches to differentiation and how will it help my child?</p> <ul style="list-style-type: none"> • All work within the subject classes are pitched at an appropriate level so that all students are able to access them. • Teachers plan their lessons according to the data and identified needs of the students and all benefit from personalised learning, meaning that their learning is suitable for their level of understanding, encouraging challenge and risk, without feeling unable to complete tasks. • Students have set targets and support to make progress; which is shared with all staff
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We offer an open door policy where you are welcome at any time to make an appointment to meet with either the Student Welfare Manager or Vice Principal to discuss how your child is getting on. We can offer advice and practical ways for you to support your child at home. • We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly. • We provide weekly contact with parents outlining progress being made and for SEND children termly meetings take place with parents and the Student Welfare Manager to review progress with regards to the outcomes of interventions/provision.

<p>How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • As a school, we measure student's progress in learning against national expectations and age related expectations but also take into account their starting point on entry to the school based upon their baseline assessment upon entry. • The subject teacher continually assesses each student, through questioning in lessons, marking books and formal assessments. • All teachers know what the students need to do to improve progress and ensure that this is written into their lesson plans • As a school we track student progress from entry, using a variety of different methods, including levels/grades, spelling and reading tests and formative assessments. • Students who are not making expected progress are picked up through student reviews and whole school meetings. In these meetings a discussion will take place concerning why the individual student is experiencing difficulty and what further support is required/to be provided. • Further progress tracking will be made by the Student Welfare Manager and Vice Principal who will also meet to discuss any students who are not making progress and decide what support and interventions need to be put in place to ensure that the student does make the expected levels of progress. • When a child's support is reviewed, comments are made against each target to demonstrate what progress has been made. If the child or young person has not met the targets, the reasons for this will be discussed, then the target(s) may be adapted into smaller steps or a different approach may be tried to ensure the child or young person does make progress in the future.
<p>What support will there be for my child's overall well being?</p>	<p>What is the pastoral social and medical support available in the school?</p> <ul style="list-style-type: none"> • We are an inclusive school, welcoming and celebrating diversity. We believe that developing and maintaining high levels of self-esteem is crucial to a child's or young person's well-being. We have a caring understanding team looking after our students. • The Student Welfare Manager and our tutors have overall responsibility for the pastoral, medical and social care of every child. This should be the parent's/carer's first point of contact. If our staff require advice on a student's pastoral, medical or social care, they liaise with the Student Welfare Manager. For us to resolve an issue, we may work alongside outside agencies such as Health and Social Services and/or advisory services.. • EBN works closely with the Team around the Family to provide support for parents/carers.

<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Parents/carers need to contact the school office if medication, recommended by health professionals, is to be taken during the school day. • On a day to day basis the school office staff generally oversees the administration of medicines. • As a staff, we have regular training and updates of conditions and medication affecting individual students so that all staff are able to manage medical situations. • A child or young person presenting with an unfamiliar medical condition, would result in the centre carrying out a risk assessment and training staff as necessary.
<p>What support is there for behaviour and increasing attendance?</p>	<ul style="list-style-type: none"> • As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students. • The Student Welfare Manager works closely with the Vice Principal to ensure that any well being issues are dealt with immediately and that the progress of the student is unhindered. • All students have a support plan with very clear targets regarding their behaviour, these are reviewed daily by all staff in a meeting after school, ensuring that any behaviour issues and targets are dealt with and modified. • After any behaviour incident we expect the student to reflect on their behaviour with their personal coach. This helps to identify why the incident happened and what they need to do differently next time to change and improve their behaviour. • Attendance of every student is monitored on a daily basis by the Attendance Officer and regular reports are given to the SLT
<p>How will my child be able to contribute to their review?</p>	<ul style="list-style-type: none"> • We value and celebrate each child or young person being able to express their views on all aspects of school life. We undertake student sessions with an identified personal coach, allowing students to express their concerns in a respectful way. • All students have learning support plans that identify their needs and indicate the resources and support allocated to support their learning. All plans are discussed with the student and these are reviewed at their termly meeting where we discuss impact and progress. Their input is invaluable in helping the school to plan and manage any changes required to ensure a clear continuum of progress. • The staff are readily available and accessible for students and students are encouraged to discuss any concerns, worries or suggestions with their personal coach or tutor.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • As a school we work closely with any external agencies that are relevant to any of our student's needs within our school including:-Educational Psychologist, Specialist teachers/advisers, Health, including school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists, and social services.

<p>What training have the staff supporting children with SEND received or are currently having?</p>	<ul style="list-style-type: none"> The school has an ongoing programme of professional development (CPD) for all staff, which includes guidance on SEND. SEND guidance is delivered by our SEND consultant and a range of external providers who focus on areas of expertise in all four areas as set down in the SEND Code of Practice 2014:- Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health issues and; Sensory &/or Physical Needs. We also draw on the expertise of our partner schools to improve our own staff's skills and understanding.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> All of our students are included in the school curriculum, an important part of which is school trips. We will provide the necessary support to ensure that all students, including those with SEND can access trips and visits successfully. A risk assessment is carried out prior to any off site activity to ensure anyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which cover the same curriculum areas will be provided in school.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> The school site is fully accessible. Ramps are available for wheelchair access and a lift is available to access upper floor levels. The school has 2 disabled toilets situated on both upper floors The school does not have designated parking due to the position of the site but parking is available locally that is fully accessible.
<p>How will the school prepare and support my child when joining our school or accessing alternative provision such as, for example, college or work placements?</p>	<ul style="list-style-type: none"> We arrange for all new students to visit our school prior to starting, where they will meet the Principal prior to entry. On entry to the school each student will undertake an induction programme that provides for a full assessment of need and prepares them for life in their new school. When young people are preparing to undertake work or college placements Colin Sutherland visits the provision and meets with the person responsible for overseeing the provision at the placement to discuss the needs of the student and to ensure everything is arranged and in place prior to the students start date. Colin Sutherland visits the placement with the student and offers support during the start of the placement until it is clear that they are settled and able to attend on their own. We liaise closely with staff from the referring school before receiving students who have been allocated a place at our school. We ensure all relevant paperwork is passed on to us and all needs are discussed and understood.

<p>How are the school's resources allocated and matched to the student's SEND needs?</p>	<ul style="list-style-type: none"> • Our class sizes are small with up to 10 students in each teaching group. This allows for much greater levels of teacher inter-action and support. • All students have a timetable. • Assessment on entry, which establishes their levels and guides teachers planning. • Additional support is provided for students who are at risk of underachieving. • All SEND students have access to Quality First Teaching and a range of interventions that are targeted to meet their identified needs that may include 1:1 teaching/support and access to a number of outside agencies/support staff who advise and deliver specific interventions.
<p>How is the decision made about what and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The Student Welfare Manager will discuss the student's needs and what support would be appropriate. • Pupil Premium and SEND students are regularly discussed to review the progress they are making and to review the type of support being provided, aligned to their need. • The Student Welfare Manager along with subject teachers and tutors will discuss what interventions may be put in place to support a pupil. • Different levels of support will be required for individual students according to special educational need. Each student's identified programme of support will be guided by advice received from in school and external assessments to support the child in achieving expected levels of progress and targets. • EBN tracks and monitors teaching and learning, it is essential that teachers deliver quality lessons to all students, ensuring that they make good progress in every lesson and that the each teacher uses assessment for learning to plan interventions and differentiation for their lessons and the students. • We also ensure that you are kept up to date at all times about your child's progress through weekly contact via form tutors.
<p>How do we know it has had an impact?</p>	<ul style="list-style-type: none"> • By reviewing the student's learning support plans and ensuring that they are fit for purpose in meeting your child's needs. • The pupil is making expected progress academically set against the initial baseline assessment upon entry to our school and are narrowing gaps catching up national/age levels. • Regular pupil progress meetings that could include any of the following staff:-subject teachers, personal coaches Student Welfare Manager and the Vice Principal where progress of the students are discussed and interventions monitored. • Verbal feedback from the teacher, student parent/carer.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • The first point of contact should be your child's tutor or the Student Welfare Manager.

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| | <ul style="list-style-type: none">• You could also contact the Vice Principal to discuss issues of concern.• Look at the SEND Policy on our website. |
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