

# The Aspire Academy's SEND Information Report 2016/2017

The Aspire Academy is a fully inclusive Alternative Provision Free School supporting both key stage 3 and key stage 4 students in Worcestershire. We aim to offer students referred to us, by their mainstream setting, with an alternative approach to learning which combines both academic learning with the opportunity to gain vocational qualifications whilst attending one of our specialist training providers.

At The Aspire Academy all students are valued equally, regardless of where their abilities lie, with the Academy being committed to developing the best opportunities for everyone. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs.

At The Aspire Academy all students will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum both in content and style of delivery which will them to make informed choices as they progress beyond The Aspire Academy.
- Be encouraged to achieve their full potential, whatever their interests and abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding personal progress and grow to be equipped for their future lives. Provision may change and develop over time as a student's needs change. This document should be read in conjunction with The Aspire Academy's SEND Policy and Worcestershire County Council's Ordinarily Available document.

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Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Once this occurs, The Aspire Academy has specific needs-based plans which help support student development and accelerate progress.

SEND students at The Aspire Academy have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

When your child first joins The Aspire Academy, we use information gained from a range of sources to help identify SEND and other needs. These include information received from the mainstream setting; previous tracking data including end of key stage 2 levels, base line testing and information detailed on the application form from their mainstream setting. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be generated through the teachers', support colleagues' or others' concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities does not make expected progress.

All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities, this includes nurture room provision across both key stage 3 and key stage 4.

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Identified Area	Question	School Response
<p>1. The School's approach to teaching students with special educational needs.</p>	<p><i>How do teachers help students with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about a student's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>2. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes the Special Educational Needs Co-ordinator (SENCO); Deputy SENDCo; Nurture Group Teachers; Project Work Team; Educational Psychologist; SEND Teaching Assistant, School Counsellor and Bereavement Counsellor.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. New resources are constantly being researched and purchased enabling us to keep ahead with new and exciting learning opportunities for students.</p> <p>Students with Statements/EHCP's will have targets and strategies set by the SENDCo or Deputy SENDCo alongside their tutor. Annual reviews involving the student, parents/carers and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>

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3. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall well-being?</i>	<p>At The Aspire Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. Students are supported on a daily basis by their form tutor or key member of staff, identified by the student, as someone they can go to for help and support. The Project Work Team work closely with students and parents/carers to ensure their needs are catered for.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: The SENDCo; Deputy SENDCo; Project Work Team, School Counsellor, Educational Psychologist and SEND Teaching Assistant. We also have excellent relationships with a number of external agencies for example CAMHS, Stronger Families and Early Help enabling us to provide a seamless approach in supporting students with their emotional, mental and social development.</p>
4. The name and contact details of the SEND co-ordinator	<p><i>Who should I contact if I want to find out more about how The Aspire Academy supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The Special Educational Needs Co-ordinator is Mrs. Beverley Blower, her contact details are as follows:</p> <p>Mrs Beverley Blower, Deputy Headteacher The Aspire Academy, Bridgwater Road, Worcester WR4 9FQ Tel: 01905 422455 Email: <a href="mailto:bblower@theaspireacademy.org.uk">bblower@theaspireacademy.org.uk</a></p> <p>Deputy SENDCo: Mr. Sakander Zaib The Aspire Academy, Bridgwater Road, Worcester WR4 9FQ Tel: 01905 422455 Email: <a href="mailto:szaib@theaspireacademy.org.uk">szaib@theaspireacademy.org.uk</a></p> <p>If you think your child may have a special educational need in the first instance please contact either their form tutor or our Deputy SENDCo, who will ensure that all concerns are followed up.</p>

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<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>The Aspire Academy firmly believes that all teachers are teachers of students with special educational needs. To assist the teachers in this we have a support team made up of the SENDCo, Deputy SENDCo, two HLTA's who lead both a key stage 3 and a key stage 4 nurture room, SEND Teaching Assistant, School Counsellor and Educational Psychologist. Within this team we have staff who have a range of experience and training covering various SENDCo needs including the National SENDCo Qualification; Behaviour Support; Supporting students with ASD; Supporting students with ADHD and Attachment Issues.</p> <p>There is ongoing training for all staff connected to Special Educational Needs. Staff who are new to the school follow an induction programme which includes training and information connected to SEND. Part of this induction training involves discussing the needs of individual students within school.</p>
<p>6. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>• Helping them to be organised for their day</li> <li>• Full attendance and good punctuality</li> <li>• Attending parents' meetings</li> <li>• Attending any meetings specifically arranged for your child</li> </ul> <p>We will support you by having regular communication and a named key worker for your child (usually your child's tutor) who will contact you on a regular basis.</p>

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7. The arrangements for consulting young people with special educational needs about, and involving them in, their education	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	Students are encouraged to take part in Pupil Voice activities through the Student Council; evaluate their work in lessons; attend review meetings and contribute to target setting and reviewing. Students are able to identify areas of interest connected to their vocational pathway including areas such as: Food; Construction; Motor Vehicle and Hair and Beauty.
8. How The Aspire Academy involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils	<i>What specialist services and expertise are available at or accessed by the school?</i>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Speech and Language Service and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The Aspire Academy works closely with individual students' mainstream settings, enabling us to support students' needs as and when necessary.</p> <p>If you believe your child needs support from a specialist please contact Sakander Zaib (Deputy SENDCo) or your child's tutor.</p>

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<p>9. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32 of the Children and Families Act 2014.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Further information about The Entitlement of Pupils in schools:</p> <ul style="list-style-type: none"> <li>• The Local Offer in Worcestershire Schools is located in the Ordinarily Available document. A copy of which is to be found on The Aspire Academy's website.</li> <li>• For impartial support and advice for parents/carers contact: Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS Worcestershire)  <a href="http://www.worcestershire.gov.uk/info/20287/special_educational_needs_and_disabilities_information_advice_and_support_service">http://www.worcestershire.gov.uk/info/20287/special_educational_needs_and_disabilities_information_advice_and_support_service</a>  or  <a href="http://www.worcestershire.gov.uk/info/20107/special_educational_needs">http://www.worcestershire.gov.uk/info/20107/special_educational_needs</a></li> <li>• Special educational needs and disability code of practice: 0-25 years 2014, available from:  <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></li> </ul>