

The Aspire Academy's SEND Information Report 2021-2022

The Aspire Academy is a fully inclusive Alternative Provision Free School supporting both Key Stage 3 and Key Stage 4 pupils in Worcestershire. We aim to offer pupils referred to us by their mainstream setting an alternative approach to learning which combines both academic learning with the opportunity to gain vocational qualifications.

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

At the Aspire Academy all pupils will:

- be treated as individuals where their individual needs, interests and aptitudes are recognised;
- be entitled to have any emerging or evident Special Educational Need or Disability 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 help them to make informed choices as they progress beyond The Aspire Academy;
- be encouraged to fulfil their potential, whatever their interests and abilities;
- be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where pupils 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 assessed for Access Arrangements to enable them to access examinations in their usual way of working;
- 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 pupils with Special Educational Needs and Disabilities (SEND) in order for them to realise their potential, make outstanding personal progress and grow to be equipped for their future lives. Provision may change and develop over time as a pupil's needs change. This document should be read in conjunction with The Aspire Academy's SEND Policy and Worcestershire County Council's Local Offer 'The Graduated Response' and the SEND Code of Practice: 0 to 25 years 2014.

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 pupil development and accelerate progress.

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

When a 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 referring school; previous tracking data including end of key stage 2 levels and baseline testing using the GL Assessment Package or the Wide Range Achievement Test (WRAT 5) - see below for information.

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 concerns expressed by: pupils, parents/carers, teachers, support colleagues or other agencies. This will be informed by evidence about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress. Information around interventions will be shared with parents and carers.

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

Individual Education Plans for pupils with a higher level of need are formulated by the SENDCo, Assistant SENDCo, class teacher and other members of staff. Information around planned interventions identified in the IEP are shared and discussed with parents and carers, and open dialogue is encouraged.

What is in place at the Aspire Academy for pupils with SEND?

- SEND Information report.
- SEND Policy, updated annually to reflect current guidance.
- Special Educational Needs Co-ordinator, Mr. Andrew Lloyd.
- Assistant SENDCo, Mrs Beata Payne
- Designated Governor with responsibility for Special Educational Needs and Disability, Mrs. Carol Hart.
- Behaviour Policy, updated annually.
- Attendance Policy, updated annually.
- Accessibility plan.
- Knowledge and understanding of the Statutory Duties and expectations placed on schools by the SEND Code of Practice 2014 (including updates)
- Knowledge of the services available within the Local Offer.
- Evidence of provision management processes to ensure the needs of vulnerable learners are met.
- The use of the 'Assess, Plan, Do, Review' cycle (see below).

GL Assessment package

Introduced for the Autumn Term 2021, as part of the enhanced induction programme, to provide accurate baseline data to support teaching and learning, and planning. This will be used initially with new starters at Aspire but will then be rolled out to include other pupils. Priority will be pupils with EHCP or identified SEND.

Testing is online and the outcome of these tests will be shared with staff before the formal start date. Information will also be shared with parents/carers.

The assessment package will be run alongside an induction programme to identify learning and pastoral needs, and to consult with families to gain an overview of support for the pupil which may have been offered by a school or requested by parents/carers.

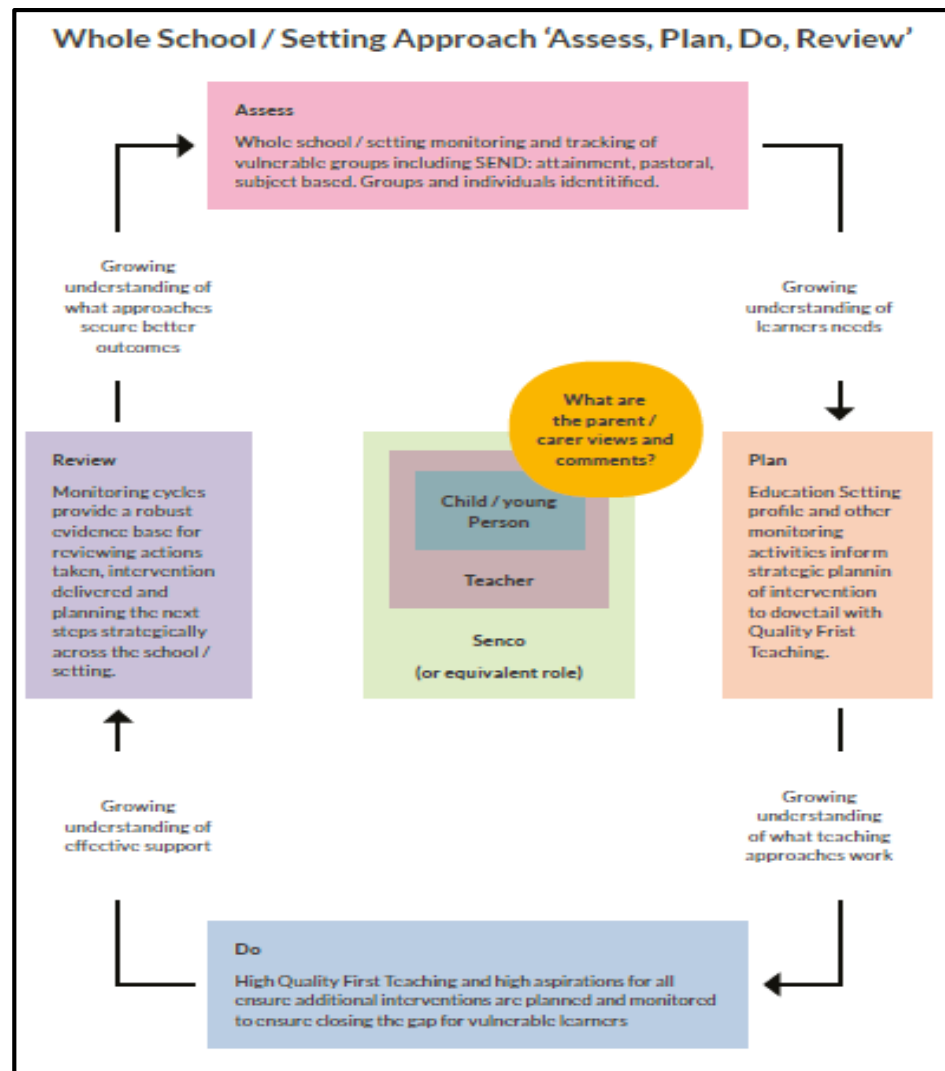
Wide Range Achievement Test (WRAT 5)

The Wide Range Achievement Test (WRAT 5) is a nationally norm-referenced test that measures the basic academic skills of word reading, spelling, sentence comprehension and maths computation. This has been a valued part of the school recording process and may be used in some instances to support baseline assessment.

Descriptions of WRAT 5 Sub Tests

- **Word Reading:** A measure of letter and word reading accuracy.
- **Spelling:** A measure of written spelling from dictation with items that include letters and words with regular and irregular letter patterns.
- **Sentence Comprehension:** A measure of sentence comprehension skills and linguistic knowledge.
- **Word Reading Composite Score:** Combines the Word Reading score and Sentence Comprehension score to provide a measure of reading ability involving both words and sentences.
- **Maths Computation:** A measure of oral maths computation skills with items that require counting, identifying numbers and solving simple spoken problems as well as solving written computation problems.

Assessment, Plan, Do Review Cycle – Taken from Page 12 of the Worcestershire County Council’s SEND Local Offer



Identified Area	Questions	School Response
1. The School's approach to teaching pupils with special educational needs.	<i>How do teachers help pupils with SEND?</i>	Our teachers have high expectations of all pupils, including those with SEND. Information will be shared about a pupil's individual needs and lessons will be adapted to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve a range of strategies, more practical/adaptation of resources and activities. This means pupils can access all lessons. Where it is appropriate, a pupil may be offered additional help and support in which case parents/carers would be informed. For SEND pupils at Key Stage 4, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations if this is appropriate.
2. Additional support for learning that is available to pupils with special educational needs	<i>Is there additional support available to help pupils with SEND with their learning?</i> <i>How are the school's resources allocated and matched to children's special educational needs?</i> <i>How is the decision made about how much/what support my child will receive?</i>	<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 and Disabilities Co-ordinator (SENDCo) and Assistant SENDCo; Nurture Group Teachers; Project Work Team; School Counsellor.</p> <p>Resources are allocated based on evidence of need and effectiveness. Pupils with an Education, Health and Care Plan (EHCP) have resources allocated as outlined in their plan. New resources are constantly being researched and purchased enabling us to keep ahead with new and exciting learning opportunities for pupils.</p> <p>Pupils with EHCPs have targets and strategies set by the SENDCo alongside their Head of Year. Annual reviews involving the pupil, parents/carers and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>

Identified Area	Question	School Response
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 pupil support and guidance. Pupils are supported on a daily basis by their form tutor or key member of staff identified by the pupil as someone they can go to for help and support. The Project Work Team work closely with pupils 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, Assistant SENDCo, Project Work Team, and Mental Health/Well-Being Lead. We also have excellent relationships with a number of external agencies; for example, CAMHS and Early Help enabling us to provide a seamless approach in supporting pupils with their emotional, mental and social development. The Aspire Academy holds the Optimus Education Wellbeing Award.</p>
4. The name and contact details of the SEND Coordinator	<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 Coordinator is Mr. Andrew Lloyd:</p> <p>Mr. Andrew Lloyd, SENDCo The Aspire Academy Bridgwater Road Worcester WR4 9FQ Tel: 01905 422455 Email: alloyd@theaspireacademy.org.uk</p> <p>If you think your child may have a special educational need please contact either their form tutor or our SENDCo, who will ensure that all concerns are followed up.</p>

<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 pupils with special educational needs. To assist the teachers in this we have a support team made up of the Deputy Head Teacher, Assistant Head Teacher, Heads of Year at Y11, Y10 and KS3, SENDCo, Assistant SENDCo, KS3 staff who focus on nurture principles, and a School Counsellor and outreach worker. 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 pupils with ASD; Supporting pupils with ADHD and Attachment Issues. 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 pupils within school.</p>
<p>6. The arrangements for consulting parents/carers of children with special educational needs about and involving them in the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education? 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"> • Helping them to be organised for their day • Full attendance and good punctuality • Attending parents' meetings • Attending any meetings specifically arranged for your child <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>
<p>7. The arrangements for consulting young people with special educational needs about and involving them in their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Pupils are encouraged to take part in Pupil Voice activities; evaluate their work in lessons; attend review meetings and contribute to target setting and reviewing. Pupils are able to identify areas of interest connected to their vocational pathway including areas such as: Food; Construction and Motor Vehicle. Form tutors will discuss any concerns the school has with pupils and obtain the pupils views on the matters. This also gives pupils an opportunity to raise any concerns they may have.</p>

Identified Area	Question	School Response
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>	As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Bereavement counsellor; Teacher for the deaf or hard of hearing, Teacher for the visually impaired, Educational Psychologist, Speech and Language Service and Occupational Therapy Service. These services are contacted when necessary and appropriate according to a pupil's needs. The Aspire Academy works closely with pupils' mainstream settings, enabling us to support pupils' needs when necessary. If you believe your child needs support from a specialist please contact Andrew Lloyd, SENDCo or your child's tutor.
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.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	Further information about The Entitlement of Pupils in schools: <ul style="list-style-type: none"> • The Local Offer in Worcestershire Schools is located in the Graduated Response with Worcestershire document. A copy of which is to be found on the Aspire Academy's website. http://www.worcestershire.gov.uk/sendlocaloffer • For impartial support and advice for parents/carers contact: Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS Worcestershire) https://www.facebook.com/sendiassworcestershire/ • Special educational needs and disability code of practice: 0-25 years 2014, available from: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Evaluation of Impact

During the academic year 2020-21 – a unique and particularly challenging year - we feel the Aspire Academy has had a positive impact on pupils with SEND. We have continued to work hard in identifying additional needs for those pupils who arrived at the school without any previous diagnosis or recognised special need. We have adjusted pupil timetables as necessary and, where appropriate, have created bespoke personalised timetables for pupils to follow. We made referrals to Child and Adolescent Mental Health Services (CAMHS), Community Paediatrics and other agencies, and have applied for Education, Health and Care Plans for pupils as well as identifying and allocating additional one to one support in the areas of;

- Literacy, including reading, spelling, comprehension and writing skills
- Numeracy support
- Girls groups
- ADHD awareness sessions
- Social skills
- Smoking cessation
- Drug awareness
- Emotional wellbeing
- Anger management
- Counselling
- Lunchtime nurture group

Results for Year 11 SEND pupils 2021

Full table of results below

	Pupil	SEND	English Language GCSE	English Language Spoken Language GCSE	English Literature GCSE	English Functional Skills	Maths GCSE	Maths Functional Skills	Science Trilogy GCSE (Double award)	Citizenship Studies GCSE	Geography GCSE	History GCSE	Religious Studies GCSE (short)	Sport Studies (CamNats) Award	ICT Functional Skills	Certificate in Practical Farm Animal Care Skills	Business & Enterprise NCFE Level 1	Caring for Children BTEC Certificate	Construction BTEC Award	Construction BTEC Certificate	Food: Nutrition & Health NCFE	NOCN Certificate in Vocational Studies (Motor Vehicle)	GCSEs gained
1		EHCP	1	NC	1	L1	1			1	3		2	U						L1			5.5
2		EHCP	U	NC	U	L1	U			U	1		U	L1P									1
3		EHCP	1	NC	4		2	EL2	1-1	1	2		1		EL2		U			L1		L1	7.5
1		IEP	U	NC			U			U	U		U										0
2		IEP	2	P	U	L1	1	EL3		U	1		U								L1	L1	3
3		IEP	1	NC	2	L1	U			1	1		1					L1			L1		4.5
4		IEP	U	P	U	L1	U			U	1		2		EL1		L1P	L1			L1		1.5
1		No	1	NC	U		U			U	U		U										1
2		No	2	M	1		1			U	2		1		EL2		L1P						4.5
3		No	5	NC	4		3		U		1	U					L1P						4
4		No	3	P	3		2			1	1		U	L1P					L1				5
5		No	3	NC	4	L1	1			U	2		2							L1	L1	L1	4.5
6		No	1	P	2		1			U	U		U	U						L1			3
7		No	U	NC		EL2	U			U	U		U										0
8		No	3	P	3	L1	1		U	2	2		2	L1M							L1	L1	5.5
9		No	2	NC	3	L1	1		U	U	1		2					L1			L1		4.5
10		No	U	NC	U		U			U	U		U										0
11		No	2	P	3		2			1	1		2		EL1		L1P				L1		5.5
12		No	4	M	4		3			3	U		1							L1		L1	4.5
13		No	2	NC	1	L1	U			U	1		1					L1			L1		3.5
14		No	2	P	3	L1	2		U	1	2		U					L1			L1		5
15		No	5	NC			5																2

Analysis of GCSE results

Attainment of 3 pupils with EHCP:

1 gained 7.5 GCSEs

1 gained 5.5 GCSEs

1 gained 1 GCSE

Average of 4.67

Attainment of 4 pupils with IEPs:

1 gained 4.5 GCSEs

1 gained 3 GCSEs

1 gained 1.5 GCSEs

1 gained 0 GCSEs

Average of 2.25

SEND pupils combined average attainment: 3.3 GCSE passes

Non-SEND pupils (15) combined average attainment: 3.5 GCSE passes

Analysis of Vocational qualifications

Attainment of 3 pupils with EHCP:

1 gained 2 passes

2 gained 1 pass

Average of 1.3

Attainment of 4 pupils with IEPs:

1 gained 3 passes

2 gained 2 passes

1 gained 0 passes

Average of 1.75

SEND pupils combined average attainment: 1.6 passes

Non-SEND pupils (15) combined average attainment: 1.4 passes

Contextual Data for school cohort (May 2021)

Year 7: 7

Boys: 6

Girls: 1

PP: 6

FSM: 6

SEND: 2

EHCP: 0

LAC: 0

EAL: 0

Year 8: 11

Boys: 9
Girls: 2
PP: 8
FSM: 8
SEND: 5
EHCP: 0
LAC: 0
EAL: 0

Year 9: 17

Boys: 15
Girls: 2
PP: 14
FSM: 11
SEND: 9
EHCP: 2
LAC: 0
EAL: 0

Year 10: 19

Boys: 13
Girls: 6
PP: 15
FSM: 12
SEND: 6
EHCP: 4
LAC: 2
EAL: 0

Year 11: 25

Boys: 19
Girls: 6
PP: 16
FSM: 12
SEND: 8
EHCP: 3
LAC: 1
EAL: 0

Totals

NOR: 79
Boys: 62
Girls: 17

PP: 59
FSM: 49
SEND: 30 (39 including EHCPs)
EHCP: 9
LAC: 3
EAL: 0