



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

Person(s) responsible	SENCo
Approval requirements	Governors informed of changes
Review frequency	Annual
Date approved	September 2022

As an inclusive school, Global Academy has a range of provision to help support students with a variety of Special Educational Needs and Disabilities (SEND). The school's Special Educational Needs Coordinator (SENCo) and member of the Senior Leadership Team is Jayne Voice. The SENCo can be contacted via the School Office.

The school's comprehensive SEND policy details the following areas.

- Identifying and assessing students with SEN.
- Arrangements for consulting parents and involving them in their student's education.
- Arrangements for consulting students with SEN and involving them in their education.
- Arrangements for assessing and reviewing student's progress towards outcomes.
- Arrangements for supporting students in moving between phases of education and in preparing for adulthood.
- The school's approach to teaching students with SEN.
- How adaptations are made to the curriculum and the learning environment of students with SEN.

In accordance with the revised Code of Practice, which forms Part 3 of the Children and Families Act 2014, schools are required to publish information about their own arrangements for students with SEND.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with SEND, in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time. The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.** This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Regulation	Question	School response
1. The kinds of special educational needs and disabilities for which provision is made at the school	What kinds of SEND do pupils have in your school?	<p>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).</p> <p>Students at Global Academy have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs and disabilities	How do you know if a pupil needs extra help?	<p>When a child first joins Global Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; information from the students previous school; end of Key Stage 2 levels; baseline testing; Cognitive Ability Tests (CATs); literacy and numeracy tests; application form information;; specialist colleagues and external agencies. Our class teachers, Heads of Department and Head of Year closely monitor the progress and attainment of all students, including those who have or may have SEND.</p> <p>The continuous monitoring of students during their time at Global Academy will further identify students with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Head of Year, outside agencies, parents/carers or the student themselves.</p> <p>If a student needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>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 the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND register which are 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.</p>
3a. How the school evaluates the effectiveness of its provision for such pupils	How will I know that my child is making progress? How do you evaluate provision?	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with our Assessment Policy. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.</p> <p>All students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND Register will also have a termly review.</p> <p>The School has a Quality Assurance process that assesses the effectiveness of Teaching and Learning</p>

		for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.
3b. The School's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities	How do you check and review the progress of my child and how will I be involved?	<p>The Academy communicates with parents frequently throughout the year in regards to the student's current and target levels as well as reporting on their effort and behaviour. Head of Year, Heads of Department and Support staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including the SEN Department. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register).</p> <p>The School provides information for parents through text messages, emails, newsletters, school website, Open/Information days, Progress Afternoons and letters home.</p>
3c. The School's approach to teaching pupils with special educational needs and disabilities	How do teachers help pupils with SEND?	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child'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. 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. In Key Stage 4, we may assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations if applicable.</p>
3d. How the School adapts the curriculum and learning environment for pupils with special educational needs	How will the curriculum be matched to my child's needs? How accessible is the school environment?	<p>Most of our students follow a traditional curriculum, however, a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; such as Study Support which provides additional literacy, numeracy and science intervention as well as after school intervention groups. All Students at Global Academy have access to daily intervention groups after school to support them in all areas of the curriculum.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets; wide corridors and equipment to help with reading and writing.</p>

<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p>Is there additional support available to help pupils with SEND with their learning? How are the School's resources allocated and matched to children's special educational needs? How the decision is made about how much/what support my child will receive?</p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes a SENCo; Head of Year and Learning Support Assistants. Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their statement or plan. Learning Support Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers. Students with EHCPs will have targets and strategies set by the SENCo. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>3f. How the School enables pupils with special educational needs and disabilities to engage in the activities of the School (including physical activities) together with children who do not have special educational needs and disabilities</p>	<p>What social, before and after school, and other activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A large range of academic and extra-curricular clubs are available at Global Academy. They are open to all students, including students with SEND. Details of the clubs are displayed around the School and students are encouraged by their form tutors to attend. All students are invited to attend Enrichment/Intervention activities as part of the extended school day. These activities are inclusive and available to all student including those with SEND. Additionally gFeast is open for Breakfast every morning, which is accessible to all our students. We also run coursework/revision sessions during half terms and school holidays for Y11 students as and when required.</p> <p>Day and residential trips are open to all student's regardless of needs or ability and any specific needs will be discussed and reasonable adjustments made to ensure that students can attend.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At Global Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them throughout the Academic Year. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff who are able to provide pastoral support, these include: Head of Year overseeing each year group; Vice Principal for Behaviour and Wellbeing, Vice Principal for Core Curriculum and SEND, Learning Support Assistants; SENCO; and a Designated Safeguarding Lead. We also have excellent relationships with a number of external agencies.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEND</p>	<p>Who should I contact if I want to find out more about how Global</p>	<p>The School's SENCo is Jayne Voice</p> <p>Contact details:</p>

<p>coordinator</p>	<p>Academy supports pupils with SEND? What should I do if I think my child may have a special educational need or disability?</p>	<p>Email Jayne.Voice@Globalacademy.com or telephone 0203 019 9000</p> <p>Speak to your child's teachers in the first instance.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured</p>	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>We have a Learning Support department which is made up of the SENCo, and a number of Learning Support Assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including the National SENCo Qualification; CCET (Certificate of Competence in Educational Testing); NVQ Level 2 & 3 Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD: Supporting students with Communication and Interaction difficulties.</p> <p>As part of the school's staff training programme regular training is provided to all staff, including teachers and LSAs, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.</p> <p>Staff who are new to the School follow an induction programme which includes training and information on SEN.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as from Health and Social Care Services</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs.</p> <p>If you believe your child needs specialist equipment or other facilities please contact Jayne Voice or discuss the issue at the next review/parents' evening.</p>
<p>7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.</p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</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 (including bringing the right equipment and books) ● Full attendance and good punctuality ● Completion of Independent study work at home ● Checking and signing planner ● Attending parents' meetings ● Attending any meetings specifically arranged for your child <p>We will support you by having regular communication and a regular contact via the Head of Year.</p>

		All student's progress levels, attendance and behaviour will be available on the Arbor parent portal for you to access and support your children with their learning at home.
8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'Have Your Say' documents prior to reviews.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the School	Who can I contact for further information? Who can I contact if I have a complaint?	Please Jayne Voice (SENCo/SLT) for further information. In the first instance, contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact our Principal, Jonty Archibald. The Academy's Complaints Procedure is available on the School's website.
10. How the governing body 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 disabilities and in supporting the families of such pupils	What specialist services and expertise are available at or accessed by the School?	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; Targeted Prevention Team; Speech and Language Service; Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs support from a specialist please contact Jayne Voice or discuss at the next review/parents evening.
11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	Each Local Authority has its own Local Offer information page which contains a wide range of links to a variety of agencies and support networks accessible to parents. https://children.connecttosupporthillingdon.org/s4s/WhereILive/Council?pageId=3580&lockLA=True https://www.brent.gov.uk/localoffer https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/results.page?localofferchannel=0 http://www.harrow.gov.uk/localoffer/ https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/home.page

		https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0
12. The School's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living	How will the School prepare and support my child when joining your school or transferring to a new school or post-16 provision?	We liaise closely with other schools and provide a transition day both before your child starts. All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Careers Advice service to ensure relevant paperwork is completed for students with EHCPs.
13. Information on where the local authority's local offer is published	Where can I find out about other services that might be available for our family and my child?	Each Local Authority has its own Local Offer information page which contains a wide range of links to a variety of agencies and support networks accessible to parents. https://children.connecttosupporthillingdon.org/s4s/WhereILive/Council?pageId=3580&lockLA=True https://www.brent.gov.uk/localoffer https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/results.page?localofferchannel=0 http://www.harrow.gov.uk/localoffer/ https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/home.page https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0

Key Staff (all contactable at the School address)

SENCo/SLT: Jayne Voice
Designated Safeguarding Lead: Preya Dhanecha
Vice Principal for Behaviour and Wellbeing: Sophia Martin
KS4 Head of Year: Mandy Lawes
KS5 link: Jonathon Jacobs