



North East Essex Co-operative Academy

SEND Information Report

Date:	September 2021
Next Review Date:	September 2022

The purpose of our SEND Information Report is to provide helpful information to parents and carers of current and prospective pupils. This report explains what we have in place to support all pupils with SEND and who you can contact if you have any questions or concerns.

Contact Information for Parents and Carers

SENCO Primary NEECA: Stephanie Lay slay@kcat.co.uk

SENCO Secondary NEECA: Julie Greenaway jgreenaway@kcat.co.uk

Headteacher: Lawrence Terroni lterroni@kcat.co.uk

Deputy Head Teacher: Karen Ross kross@kcat.co.uk

Head of Primary NEECA and Primary HCA: Lydia Sherborne lsherborne@kcat.co.uk

Assistant Headteacher - SEND, ASR and Medical: Claudia Campbell

ccampbell@kcat.co.uk

Local Governing Body for SEND and Chair of Local Governing Body- Scott Holder

Admin: admin@kcat.co.uk

Local Authority:

Essex Local Offer: <http://www.essexlocaloffer.org.uk/contact-us/>

SEND Operations Team:

Mid Essex (Braintree, Chelmsford, Halstead and Maldon): 0333 013 9949 or

SENDOperations.Mid@essex.gov.uk

North East Essex (Colchester and Tendring): 0333 013 7667 or

SENDOperations.NE@essex.gov.uk

North East Essex Cooperative Academy (NEECA) is part of the Keys Cooperative Academy Trust. It is a general Alternative Provision School (AP) with a Primary School and a Secondary School sharing the same site. NEECA provides education for pupils who have found mainstream education a challenge and have joined the NEECA after a permanent exclusion, or a request for support from their referring school. Pupils at NEECA are identified as having an SEND need as they are not able to manage mainstream education at that current time.

Legislation and guidance

This SEND Information Report is based upon the statutory [Special educational needs and disability code of practice: 0 to 25 years](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN Information Report.

Identifying Pupils with SEND and assessing their needs

At NEECA we provide support for the following areas of SEND:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and physical

If a pupil has SEND their additional needs will fit into one or more of these categories.

Identifying an Additional Need

As part of the induction process, we gather information to create a personalised learning plan.

The initial meeting is held with the parent/carer, pupil and a member of staff from NEECA. A member of staff from the pupil's dual registered school will be involved where the pupil is entering NEECA after a request for support. The pupil's interests and any needs discussed will be shared with the pupil's tutor and SENCo who will determine the level of support the pupil will receive.

Each pupil completes an induction before joining a group. The induction process allows staff to complete assessments, whilst exploring the pupil's strengths and areas for development. If required, this information, as well as previous One Plans completed by the referring school, will help create the pupil's NEECA One Plan.

In Primary, pupils complete the [NEECA Therapeutic Induction](#) pack during a two week induction.

In Secondary, pupils complete an induction timetable during their induction week.

Assessments that might be completed are:

Risk Calculator (Essex Steps): This calculator will use historical information (gathered through the referral paperwork) and the initial visit meeting, to risk assess pupil's against areas of harm. This will inform NEECA staff, as to whether an Individual Harm Reduction Plan should be created.

Individual Harm Reduction Plan (Essex Steps): This provides us with the information to put in any support needed to ensure the safety of each pupil and others. Harm reduction plans create consistent approaches and responses to best support the individual when they are stable, dysregulating or in crisis.

Core Strengths Baseline Assessment: Neuroscientist Dr. Bruce Perry identifies six "Core Strengths" that promote emotional health and resiliency. An understanding of these core strengths can help adults support pupils through the pressures challenging them. The six core strengths are: Attachment, Self-Regulation, Affiliation, Attunement, Tolerance, and Respect.

Primary English Reading, Writing and Maths Assessments: These assessments will be completed with pupils if they are emotionally ready to learn. These will provide staff with information covering basic writing skills, the five areas of reading (accuracy, reading comprehension, listening comprehension, processing speed and reading rate) and mathematical calculation skills. Primary pupils are assessed in terms of where they are within the EYFS, key stage 1 and key stage 2, rather than at their chronological age.

CAT4: Cognitive Assessment assessing pupils in Spatial Awareness, Verbal Reasoning, Quantitative (thinking with numbers) and Non-Verbal Reasoning (thinking in shapes). The results will allow pupils attainment to be compared to similar pupils across the UK. This will also identify pupils that may need additional support and interventions.

Lucid Exact Literacy Assessment: Pupils are assessed and scored in: Word Recognition, Reading Comprehension, Reading Comprehension Speed, Spelling, Typing Speed and Handwriting Speed. This measures the pupil's current skill attainment and informs access arrangements.

Pupil Attitudes to Self and School Questionnaires: A short test that reviews the readiness of pupils' learning and self esteem.

Support with Exams: Access Arrangements

As part of normal practice in all schools the SENCo will complete an application for Access Arrangements, which will be implemented by the Exams Officer. This is based upon criteria set by the Joint Council for Qualifications (JCQ). Teachers ensure that the Access Arrangement is in place in lessons, so that it is the pupil's normal way of working. If a teacher finds a particular Access Arrangement to be successful, evidence is collected and the SENCo will then complete an application.

Please note, having an EHCP does not automatically mean a pupil will qualify for Access Arrangements.

Pupils can be supported in the following ways:

- Extra time
- Breaks during the examination
- A scribe, if handwriting is difficult to read.
- A reader
- Amplification of the paper, this could be the use of larger paper and larger print.
- Use of a word processor if writing by hand is very slow and difficult.
- Separate invigilation within the centre, the pupil takes the exam in a separate room away from other pupils.
- A prompt, a member of staff who can gently keep the pupil on task during the exam.

Person Centred Support

It is important that we work in partnership with parents and carers as well as dual registered schools to support our pupils. We work in partnership in the following ways:

- Initial contact and tour of NEECA as part of the induction process.
- Assigning a key worker, or workers.
- Positive telephone calls home.
- One Plans
- One Plans Reviews each term
- Pupil Parent/Carer Conferences
- Blended Learning (via home packages, Google Classroom, Google Meet)
- Review meetings
- Trauma Perspective Practice Families
- Telephone calls home to share concerns
- Personal Education Plans (PEP) for Children in Care
- Annual Review Meetings for pupils with an EHCP
- Home School Liaisons

Primary NEECA staff make regular contact with parents and carers using an agreed method. This is usually a minimum of twice weekly, but could be daily. This may include: homeschool

books, daily emails, Google Meets, phone calls or face to face discussions at drop off and collection times.

NEECA Secondary tutors make regular contact with parents and carers using the agreed method. This is usually a minimum of one call a week but this may change depending on the needs for additional discussions. Additional support may also be provided through the homeschool liaison officers, SENCo, Head of Year and Senior Leaders.

External Support from other Professionals

Specialists could include, but are not limited to:

- Special Educational Needs Disabilities Information, Advice and Support Service (SENDIASS)
- Educational Welfare Office (EWO)
- Therapists (including, but not limited to, psychotherapists, clinical psychologists, play therapists, drama therapists, music therapists)
- Emotional Wellbeing Mental Health Service (EWMHS)
- School Nurse
- Careers, Information, Advice and Guidance
- Police Support Officers
- Essex Young People's Drug and Alcohol Service (EYPDAS)
- Occupational Therapists
- Educational Psychology Service
- Early Help
- Social Care
- Family Solutions

Transitions

We support pupils transitioning back into mainstream school in the following ways:

- Holding planning meetings.
- Sharing all assessments and individual plans created for the pupil.
- Visits to the mainstream school.
- A bespoke timetable (if required).
- Regular review meetings with a focus upon sharing strategies and what needs to be implemented to support the pupil to return successfully/
- Direct classroom support from NEECA staff during transition stage.
- Offering training and regular support to the mainstream school.

At times, pupils with an EHCP may transition onto a specialist educational provision. Additional support during this transition may also include:

- Transition school staff visiting and building relationships with the pupil where they usually access their NEECA provision.
- Communication and meetings with the SEND Operations team.

- Sharing any additional information linked to the EHCP (reviews, provision and support).

We support students moving to post-16 provision in the following ways:

- Providing information, advice and guidance about careers.
- Support with completing applications.
- Visits to post-16 provisions.
- Support with attending taster days.
- Meeting with post-16 staff.

NEECA supports transitions by developing a bespoke plan in conjunction with parents/carers and the dual-rolled mainstream school (if applicable), or with the school that the pupil is transitioning to.

Accessing the Learning Environment

At NEECA, we provide tailored support for each pupil in their lessons so that they are able to learn and succeed.

We use some or all of these strategies with our pupils:

- Small class sizes.
- Differentiated lessons, with all work being tailored to each pupils' individual needs and ability.
- Visual timetables, first/then/next boards.
- Extra processing time or 'take up' time.
- Use of recommended aids, such as laptops, enlarged font, coloured paper, which may have been identified through professional assessments or as part of the NEECA induction process.
- Tasks broken down into manageable 'chunks'.
- Movement, sensory or brain breaks built into the school day.
- The use of Learning Support Assistants. Some pupils may have access to a 1:1 or 2:1 ratio, based upon audited need or the provision described within their EHCP.
- Individual SEMH or learning interventions where needed.
- Remote teaching and learning; including as part of the Hospital School and teaching 1:1 directly, or online, within the pupil's home.
- The use of Google Meet and Google Classroom to teach and support pupils unable to attend their usual provision, or to provide home learning opportunities to consolidate and build independent learning.

NEECA Primary uses a neutral colour palette for all learning environments to encourage a consistent, natural and calming learning space. All pupils, if emotionally able, have access to outside spaces, sensory materials, daily physical activities and opportunities to develop their social and emotional skills.

All NEECA onsite staff are familiar to the pupils. We do not use short term supply teaching staff unless they are familiar with our pupils and their individual needs.

All staff recognise the importance of supporting the social and emotional understanding and development of our pupils. Staff are trained in Trauma Perceptive Practice and Essex Steps. We have identified that many pupils who attend NEECA may present with extremely high levels of anxiety, low self-esteem and may have experienced significant adverse childhood experiences, which can result in work avoidance techniques and behaviours. At NEECA, we ask 'Why? Why now?', putting understanding the feelings and experiences of our pupils as a priority over everything else. We work closely with all of our pupils to support them to: understand their brains; identify sensations in their body; recognise their triggers and emotions; build relationships with others; develop co-regulation and self regulation strategies as well as by building their self-esteem.

At NEECA, we use clear structures, rules and expectations that are based on specific praise, encouragement and 'in the moment' rewards to build pupil resilience and raise their self-esteem. Pupils work towards small achievable personal development targets that are recorded through their One Plans and linked to their EHCP's. Pupils are supported with this at every point in the day through a wide range of ways that include bespoke one to one sessions and small group activities.

Monitoring Progress of pupils with SEND

In Primary NEECA, teachers complete a 6 Core Strengths Assessment each half term to review progress towards outcomes and the individual Core Strengths. Depth of Learning is assessed termly and recorded within the Pupil Overview (SAAB) document, along with Depth of Engagement and Level of Support received in Reading, Writing, Mathematics and Science. All progress is updated on the One Plan review and new outcomes generated. The pupil and parent/carers is invited to add their views to the One Plan review document. Once the review is completed the One Plan is shared with all staff. The One Plan is also shared with parents/carers and the dual registered school. These meetings fit into NEECA's Assess, Plan, Do, Review cycle, allowing us to continue to develop our understanding of the pupil, their needs and how best to support them to make good progress and achieve their individual outcomes.

Primary staff meet regularly to discuss pupil progress and evaluate the effectiveness of current provision and any interventions. Where progress is below expected, the staff working directly with the pupil, SENCo and other members of Primary Leadership, will meet to explore changes to provision, additional support and whether to request external agency intervention. A review date to discuss changes and impact will then be set.

Below expected can be categorised by progress that is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment difference between the pupil and their peers
- Widens the attainment difference.

In Secondary NEECA, pupils have individual outcomes that are reviewed half termly by Tutors, SENCo and LSAs. Pupils with EHCPs are reviewed regularly by the SENCo and the family.

Termly Data drops provide subject specific progress followed by an academic review day in the spring term.

Depending on Induction scores and general work in the classroom pupils may require additional time or a laptop to access learning. This in turn may make the pupil eligible for additional support in examinations.

For pupils with an EHCP, an annual review will be undertaken in addition to this process. NEECA must prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan. Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the EHC plan as it is, amend the plan, or cease to maintain the plan, and notify the pupil's parent (or the pupil) and NEECA. Dual registered schools will also be informed.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils attending NEECA have additional needs that have prevented them from fully accessing mainstream education (at the point of entry to NEECA as a permanent exclusion, request for support, and so on). We ensure that no pupil is ever prevented from taking part in an activity because of their SEN or disability as detailed in the [Equality Act 2010](#).

At NEECA we make sure that we do not treat any pupil with a disability differently to other pupils because of their disability.

We make reasonable adjustments, including the use of equipment (such as colour overlays, ear defenders, laptops) to ensure that disabled pupils are not at a greater disadvantage compared to pupils without a disability. Staff plan in advance to anticipate what a pupil might need and what adjustments might need to be made to prevent that disadvantage.

Support for Improving Social and Emotional Development

At NEECA we support pupils to develop their social, emotional development in the following ways:

- Creating a therapeutic environment, with all staff receiving Trauma Perspective Practice and Essex Steps training.
- Primary - 6 Core Strengths baseline assessment and lessons linked to areas of need. Assessments are linked to Attachment, Self-Regulation, Affiliation, Awareness, Tolerance and Respect.
- Secondary-Talkabout Teenagers
- PSHE

Support and Staff Training

At NEECA all staff receive training to support the broad needs of SEND.

Complaints

We endeavour to resolve any situation in the most effective and efficient manner possible. However, if you have any concerns please refer to the complaints policy.

If your concern is in regards to Essex SEN and the EHCP process then please contact them directly.

Local Authority Local Offer Information

For more information about the Local Offer in Essex, please visit:

www.essexlocaloffer.org.uk

To contact the Special Educational Needs Disability Information, Advice and Support Service (for all pupils on the SEND register, which covers all pupils at NEECA), email:

send.iass@essex.gov.uk

Or visit:

www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/

Monitoring Arrangements

The quality of our support for pupils with SEND is regularly monitored by the SENCOs Julie Greenaway (Secondary) and Stephanie Lay (Primary).

If you have any questions regarding monitoring, please contact:

Julie Greenaway jgreenaway@kcat.co.uk

Stephanie Lay slay@kcat.co.uk

The SEND policy and this information report will be reviewed by the SENCOs every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body.

Links with other policies and documents

This report links to our policies which can be found on the NEECA website.

<https://www.neeca.co.uk/>