



Special educational needs (SEN) information report (Furness Academy)

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.furnessacademy.co.uk/wp-content/uploads/2023/01/Special-Educational-Needs-and-Disability-SEND-Policy-2022-2023.pdf>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Emotionally based school avoidance (EBSA)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Emma Elliott

She has 9 years of experience in this role at Furness Academy. Prior to this, she worked as an Additional Needs Teacher and was the Additional Needs Coordinator. She is a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2015.

Mrs Elliott is a qualified level 7 assessor for Access Arrangements and has also undertaken SEND foundation legal training.

She is available full-time to manage SEN provision, with no teaching commitments.

Additional Needs Teacher

Our additional needs teacher is Mrs Deborah Warbrick

She has 9 years of experience in this role.

She has recently undertaken level 7 training to qualify as an assessor for Access Arrangements.

Subject teachers

All of our teachers receive in-house SEN updates, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 35 TAs, including 2 higher-level teaching assistants (HLTAs) who deliver SEN provision.

TAs have had access to recent training from the Specialist Advisory Teaching Service in relation to severe learning difficulties and hearing impairments. They are due to access further training, along with all staff, in supporting young people with autism spectrum conditions. They will receive refresher training in administering access arrangements. TAs also have the opportunity to access more bespoke training, should they request this; we have had a number of staff studying at degree level alongside their school roles.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- E-School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services including Educational Psychologists and Specialist Advisory Teachers
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should contact is our SENCO. You can contact Mrs Elliott via email at Elliott@furnessacademy.co.uk or via telephone on 01229 484270. You may also wish to speak to your child's year team or form tutor. They will pass the message on to our SENCO, Mrs Elliott, who will be in touch to discuss your concerns.

We will contact you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, peer relationships, emotional regulation or other concerns.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, class teachers and the year team may talk to the SENCO, to discuss the possibility that your child has SEN.

The SENCO or additional needs teacher may observe the pupil in the classroom or complete some individual assessments with them to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. This may involve opening an Early Help Assessment, for which your consent will be gained.

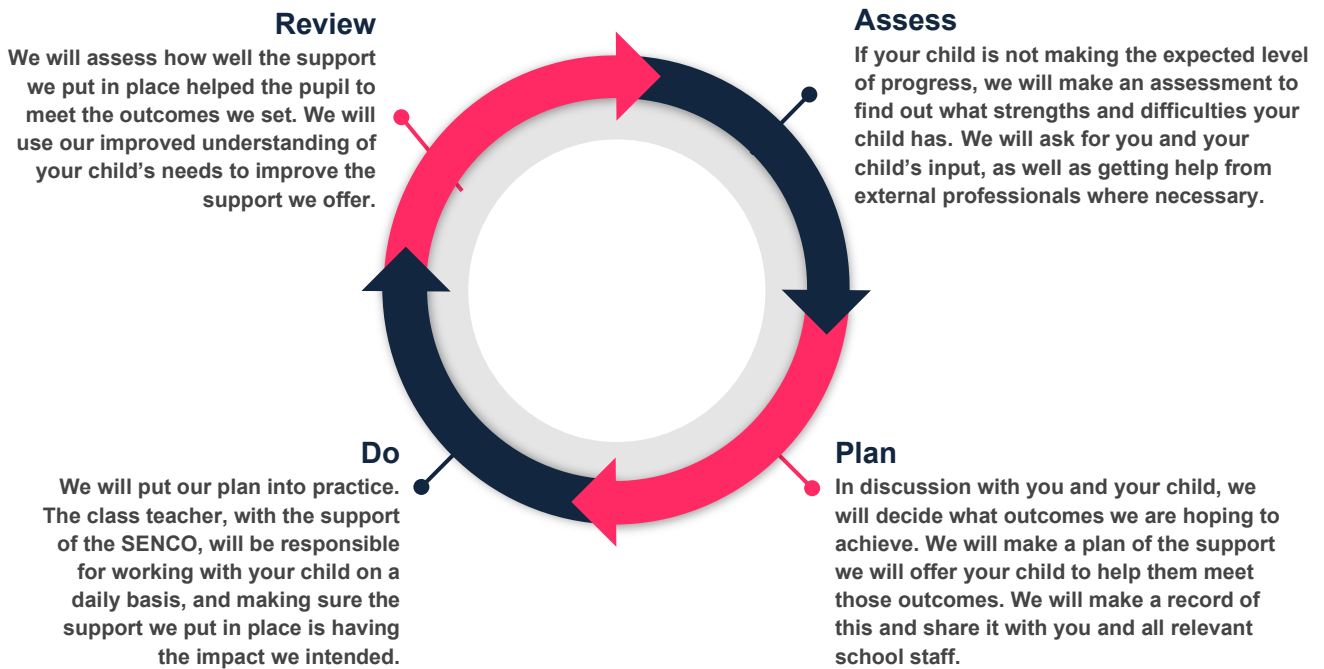
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work collaboratively to create a Student Passport where relevant information can be shared with class teachers.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

You will have the opportunity to attend parents' evenings, where our SENCO and class teachers are available for you to speak to. Parents are also welcome to arrange additional appointments with our SENCO or additional needs teacher as required. These appointments can be face-to-face, online or by telephone, based upon your preferences.

For students with an Education, Health and Care Plan or who are involved in the Early Help SEND assessment process, we will meet more frequently to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO will ordinarily attend these meetings.

We are aware that you have a wealth of knowledge when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. Relevant information will be shared with staff who work with your child.

If you have concerns that arise between these meetings, please contact our SENCO or your child's year team.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes, with opportunities to discuss their thoughts in advance of the meeting
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Work with a member of staff to put together a Student Passport, sharing their views and wishes with a trusted adult
- Speak to a Specialist Advisory Teacher to gain more in-depth views.

8. How will the school adapt its teaching for my child?

Please read in conjunction with our Accessibility Policy, available on our website.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality, adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Adjusting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils 1:1 where required or they may be involved in supporting a small number of pupils within a class

Further detail

We may also provide the following interventions, although this list is not exhaustive and provides some examples only:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Sensory breaks
	Speech and language difficulties	Speech and language therapy Pre-teaching of vocabulary
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays Appropriate reading materials Reader/scribe Support with changing for PE Numicon Lexonik Lexia
	Moderate learning difficulties	Teaching assistant support Smaller class sizes
	Severe learning difficulties	Teaching assistant support Smaller class sizes Individual/small group withdrawal work
Social, emotional and mental health	ADHD, ADD	Support with managing medication Physical activities/movement breaks
	Adverse childhood experiences and/or mental health issues	Arch provision 1:1 or small group support Incredible 5 point scale Drawing and Talking Therapy
Sensory and/or physical	Hearing impairment	Specialist advisory teacher intervention work Support with managing hearing equipment

	Visual impairment	Accessible resources Connect 12 magnifier Advice and support from specialist advisory teacher/HLTA Touch typing
	Multi-sensory impairment	
	Physical impairment	Alternative recording – touch typing/voice activated software

These interventions are part of our contribution to Cumbria's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress each term
- Reviewing the impact of interventions
- Using pupil feedback
- Monitoring by the SENCO/Additional Needs Teacher/Pastoral staff
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Reviewing and updating Student Passports
- Liaising with Teaching Assistants
- Seeking feedback from class teachers
- Discussions with parents and carers.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority via an EHC needs assessment.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including travel abroad. We will ensure that those children who require additional support to be involved in trips have access to this so that they can be fully included.

All pupils are encouraged to take part in sporting activities, our school show, musical events and the diverse range of opportunities we offer.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Children and young people with SEN have different needs. All children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Furness Academy, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send a copy of the EHCP to Furness Academy and then consider their comments before a final decision on placement is made.

Furness Academy's admissions procedure ensures that children whose EHC plan names the school will be admitted before other places are allocated.

13. How does the school support pupils with disabilities?

- Furness Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.
- The facilities we provide include an accessible site and a commitment to making appropriate adjustments to enhance and enable disabled pupils to utilise all areas of the school, in line with their peers. We liaise regularly with external agencies, including Occupational Therapists and Specialist Advisory Teachers, along with parents and children, to ensure that we are making the best possible adjustments to improve access. We have experience in sourcing and ensuring the use of auxiliary aids and services, including hoists, accessible toileting facilities, height adjustable tables, transmitters and portable video magnifiers. We also ensure that children who require access to services such as physiotherapy or occupational therapy are enabled to do so, using our site where required.
- Our school's Accessibility Plan is available on our website and this is designed, alongside our SEND policy to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.

14. How will the school support my child's mental health and emotional and social development?

Furness Academy has a strong commitment to supporting the mental health and emotional and social development of children.

Explain your school's approach here. Include any extra pastoral support arrangements for listening to the views of pupils with SEN and what measures you have in place to prevent bullying. Please note, the below are suggestions only.

We provide support for pupils to progress in their emotional and social development in the following ways:

We have access to the Barnado's Mental Health Support Team, which is run by educational mental health practitioners. Pupils can access support via small groups or individually, dependent upon the level of need.

Every child has access to a form teacher, who is the first point of contact for all children upon arriving to school. We also provide access to teaching assistants during form time, which can be particularly useful for pupils with SEN who may need a key adult at the start of the day.

Our year teams liaise closely with the SENCO to better understand the needs of the children they work with and information is regularly shared.

We have a Specialist Support and Wellbeing Coordinator, employed directly by school, who has a background in CAMHS and social work. She is able to provide targeted support to children and their families.

We fund access to a privately sourced mental health nurse, who offers individual support to children within our setting. High priority is given to children with SEN or emerging SEN and this provision is arranged by the SENCO.

We have an HLTA whose focus is social, emotional and mental health. She delivers small group/1:1 support and has recently completed ELSA training.

We actively promote wellbeing. This includes planned and regular form time activities promoting positive wellbeing during form time and information in the Student Bulletin for pupils. We use social media and email for parents/carers, recommending free resources and/or information which can enable them to support their child at home.

Pupils with SEN are encouraged to be part of a wide range of clubs and activities to promote teamwork/building friendships. We also provide access to more carefully focused clubs and activities for pupils who may struggle to take part in larger or more competitive environments. We provide teaching assistant support to enable access to these clubs as required.

We have created provision via the Arch in response to increased levels of social, emotional and mental health needs and pupils struggling to access mainstream classes. Access to the Arch varies dependent upon pupil need.

We source and promote access to external providers who can offer additional support with social, emotional and mental health outside of the school building. This includes Growth Therapy, Greenacres and the Moorfield Learning Hub, with a combination of short-term group activities and longer-term individual intervention.

Furness Academy takes bullying very seriously and we are aware that pupils with SEN are statistically more likely to experience bullying. We foster a supportive and caring environment. Our website contains information about how bullying is dealt with in our school.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between phases

The SENCOs and Year 6 teachers of our feeder primary schools meet individually with our SENCO to discuss the needs of the incoming pupils during the summer term.

We attend Annual Reviews of pupils with an EHCP during Years 5 and 6 where requested to do so by parents and primary schools.

We arrange meetings/tours with the parents of incoming pupils to discuss how we can best welcome their child into our community and identify what support they may need.

We arrange visits for pupils who need this to prepare them for their transition; this is in addition to our formal transition days. We also visit primary schools to observe pupils in their familiar setting where appropriate.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We provide access to INSPIRA for all students with an EHCP and to those who will require additional support with making choices around their preparation for adulthood.

We ensure that prospective colleges are involved in our Annual Review process and make referrals to adult services where required.

We liaise with post-16 providers to share SEN and access arrangements information.

16. What support is in place for looked-after and previously looked-after children with SEN?

Rachel Lappin, our Safeguarding Officer will work with Emma Elliott, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN Student Passports or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Should a parent or carer have a concern about the special provision made for their child, they should in the first instance discuss this with the appropriate teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- a. discuss the problem with the SENCO
- b. discuss the problem with the Headteacher
- c. More serious ongoing concerns should be presented in writing to the SEN Governor, who will inform the Chair of Governors.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cumbria's local offer. Cumbria publishes information about the local offer on their website:

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – When teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages