



MacIntyre Academies Endeavour Academy

SEN Information Report

Person Responsible:	Principal
Date of first draft:	January 2016
Date of staff consultation:	January 2016
Date adopted by the LAB:	January 2016
Date of implementation:	January 2016
Date reviewed:	June 2016
Date of next review:	June 2017

Endeavour Academy SEN Information

The SEN information report will be updated annually to reflect any changes within the Academy. The report states the current provision within Endeavour Academy

1. The kinds of SEN that are provided for.

Endeavour Academy is a co-educational academy for children and young people (CYP) aged 8-19 years with autism and associated severe learning difficulties. Some CYP may also have additional disabilities, but autism must be their main barrier to learning. The CYP attending the academy are those who need a low arousal, autism specific setting with high levels of adult support.

2. What are Endeavour Academy's policies for identifying pupils with SEN and assessing their needs?

CYP must have a Statement of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP) that refers to a diagnosis of autism. In cases of dual diagnosis, the young person's autism must be the main barrier to learning. The CYP must be working at academic levels well below age-related expectations and have learning difficulties associated with autism, for example severe learning difficulties.

The Academy works closely with the child's placing authority to ensure the academy can meet the needs of the CYP as outlined in their statement or EHCP. Before admitting any CYP the academy will receive consultation papers from the local authority. If needs can be seen to be met from this paperwork the CYP will be observed in their current placement or at home to confirm that the CYP needs can be met in the academy. If this is agreed then we will inform the SEN education department.

3. Arrangements for consulting parents of children with SEN and involving them in their children's education.

The Academy has regular opportunities for parents and carers to meet with staff and be involved in their child's education. We organize transition meetings with parents prior to their child entering the school. We then carry out the following throughout the year to ensure parents are kept fully informed about their child's education.

- Termly parent/carers meetings
- Annual reviews and EHCP meetings hosted at school
- Parents input into Individual Education Plans (IEPs)
- All necessary reviews held at school (i.e. TAC meetings, CIN Reviews, PEP meetings etc.)
- Termly curriculum summaries sent home to parents, including activities to carry out at home if parents wish.
- Home visits can be carried out by the class teachers, support staff, Endeavour House staff or Occupational Therapist to support the work carried out in school.
- Home school books filled out each day by school staff and parents/carers.
- Parents representation on the Local Authority Board
- Seeking parent opinion through consultations and questionnaires.

4. Arrangements for consulting young people with SEN and involving them in their education

All of our children have severe communication difficulties and find expressing their thoughts and feelings very challenging, however we do all we can at Endeavour Academy to facilitate their involvement and understanding of their education and learning including the following:

- School Council, children share views and make decisions about what happens in school
- Capturing the pupils' voice in for EHCP and annual reviews. This is normally carried out in the children's communication mode (normally photographs, symbols and in some cases handwriting).
- Children participate in themed assemblies to show off and talk about their work
- Staff carry out regular assessment for learning with the children, talking to them about what they are learning and helping them to fill out assessment sheets
- Arrangements for assessing and reviewing pupils' progress towards outcomes.
- This should include the opportunities available to work with parents and young people as part of this assessment and review

5. Arrangements for assessing and reviewing pupils' progress towards outcomes.

The following areas are assessed and reported on for the children and young people:

- National Curriculum and Adult curriculum (with particular focus on PHSE, communication and functional skills.)
- PECS phases
- Occupational therapy goals
- IEP targets based around children's skills to manage their own autism
- Critical Communication/Speech and Language
- Behaviour
- Assessment of functional Living Skills (AFLS)
- Vineland standardised tests and adaptive scores
- Accreditation – AQA and ASDAN
- Termly and End of year target setting
- Work sampling and photo observations The academy uses a number of ways to report these findings including:
 - B squared assessment data
 - CASPA commercial assessment data – allowing us to benchmark our children's progress.
 - Individual Progress review reports
 - Pupil progress and assessment forms (showing progress towards educational targets)

- Educational reports
- SaLT reports
- Goal attainment scores (for occupational therapy goals)
- Data in % IEP achieved

We also try to involve our students in assessment of learning opportunities where ever possible in the ways described in point 4.

6. Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Once it is decided that a child or young person is joining us we will liaise closely with their current placement and with families to ensure we organise a tailor made transition package. This can involve staff from Endeavour Academy visiting the current provision to see the children and young person and talk to the staff in these settings. Staff can also do home visits if this is something the families would like. We can then arrange for the child or young person to visit Endeavour Academy, supported by their current staff. Our staff will prepare photographs and booklets of new staff and rooms at the Academy so children and young people can look at these in their own time.

Children who move age phases within the academy are supported with social stories and photographs/symbols of their new classroom and staff members. This transition is fairly seamless for the children.

For children leaving us at 19 we will begin to look at transition plans in our Year 9 reviews. We work closely with the young people and their families in researching and looking at provisions and opportunities that may be suitable for the young person's adult life. The Academy will then ensure that the young person's curriculum and functional living skill activities are designed to support them towards their adult placement. The Academy staff will liaise with adult social care to arrange placement plan meetings with adult services.

We can also commission the services of MacIntyre My Way to facilitate the move towards future placements. For those transitioning onto other placements before 19 we will work with the new placement to arrange a suitable transition plan. This can involve visits supported by our staff and social stories to prepare our children and young people for change. We will work closely with families to ensure that they feel fully supported and ready for the move.

7. The approach to teaching pupils with SEN and how adaptations are made to the curriculum and the learning environment of pupils with SEN

All of our pupils have a diagnosis of autism and associated severe learning difficulties. Therefore everything we do is to ensure that the needs of children with autism are met.

Staff differentiate the NC in order to meet the individual needs of each CY, as our young people are working at levels below age-related norms. We follow the curriculum map which shows the theme or module to be covered. This theme or module is presented in a visual way. Subjects and modules are taught through individual direct teaching, small group work and whole class learning experiences.

Skills are generalised in different contexts; Staff plan opportunities for young people to learn to cope with change, to make choices and to problem solve. We teach in a way that is practical and functional for our CYP.

We concentrate on the following areas throughout all of our teaching as these are the main areas of difficulty for our CYP

- Communication Skills (Receptive and Expressive)
- Wellbeing (Emotional, Sensory Regulation, Behaviour)
- Social Skills (Interactions, Relationships and Social Understanding)
- Independence (personal care, social experiences and ability to be independent in situations)
- Intellectual and Learning Skills (thinking and be able to learn)

We also use a number of different strategies, found to be effective for pupils with autism, to facilitate our learning. These include;

- Sensory integration programmes. We employ a full time OT to work with the CYP on their targets as well as training all staff to deliver these programmes.
- PECS (Picture Exchange Communication System).
- Speech and Language Therapy and approaches
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children).
- Intensive Interaction.
- Low arousal environment
- Use of signing.

8. The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

All staff receive robust, autism focused training including the following:

- Understanding autism
- Training in sensory integration and occupational therapy for pupils with autism
- Behaviours that challenge
- 2 day PECS training
- Team Teach physical intervention
- TEACCH
- Intensive Interaction

We observe classes regularly and meet with teachers and HLTAs to recognise any training needs that staff or classes may have.

We liaise closely with Oxfordshire SEN, health and social care to ensure that we meet the statutory needs of our pupils as outlined in their EHCP or statements (for example speech and language therapy).

We also use the skills of a number of outside providers to enrich our curriculum, for example we use a local music teacher, yoga teacher, art teacher.

9. Evaluating the effectiveness of the provision made for pupils with SEN

The school has a school development plan and a self-evaluation report in line with the Ofsted framework. The Principal and Assistant Principal stages carry our regular scrutiny and reporting on teaching and learning and attainment and progress.

The school is part of the Oxfordshire Special Schools Data User Group allowing the school to benchmark its performance against other similar special schools.

The school is governed by the Local Authority Board who report into the Board of Trustees. The Principal reports on all aspects of the school to evaluate effectiveness and these meetings occur 4 times a year.

10. Where can parents and carers find information about the local offer

Information about the local offer can be found on the Oxfordshire County Council web page. There is also a link on Endeavour Academy webpage to the local offer.

Endeavour Academy work in liaison with the OCC SEN, social care and health provision to ensure joined up, cohesive working practices to aim to ensure that all of our CYP needs are met.

11. Contact us

If you have any queries regarding our SEN Information Report, or comments regarding our provision, please contact the Office on 01865 767766 or endeavour.office@macintyreacademies.org.

Parents of pupils with Special Educational Needs should make any complaint regarding the provision at Endeavour Academy using our Complaints Procedure. This procedure is found on the Policies Page of our website.