



# SEND Information Report

2021-22

Mildenhall College  
Academy

## #TransformingLives

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## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

## **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

### Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of students in all of our academies, particularly those students who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

### Who parents can contact for further information at our academy:

Name	Role	Contact Details
Miss Rebecca Woods	SENCO	Rebecca.woods@mca.attrust.org.uk
Mrs Rebecca Wilson	SEND Governor	Rebecca.wilson@mca.attrust.org.uk
Mrs Helen McMullan	Assistant SENCO	Helen.mcmullan@mca.attrust.org.uk
Mrs Karen Goff	SEND Administrator	Karen.goff@mca.attrust.org.uk

**Contact details of support services for parents/carers of students with Special educational needs:** SENDIASS contacted by email: [suffolksendiass.co.uk](mailto:suffolksendiass.co.uk)

**Information on the local authority's offer is published on our website and also via the link below:**

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice>

## **Mildenhall College Academy's Local Offer**

### **1. The kinds of special educational needs provided for:**

Please also see our Academy Needs Analysis

We provide support for all Special educational needs, from physical, social, emotional and mental health, hearing and visual impairments as well as supporting students with specific diagnoses.

### **2. How the special educational needs of students are identified and assessed:**

- Students are identified at Primary School level and the information is then transferred from the feeder schools.
- If a student does not come from the primary school and we are concerned about the progress they are making at progress reviews or as highlighted by teaching staff then we will look to identify if this is specific to one subject or across the board. A work scrutiny and observation of learning will be carried out and a request for information will go to teachers for them to highlight their concerns, intervention they have in put in place and any communication with parents/carers.
- On the intranet there is a proforma for teachers to complete if they have a concern about a student's lack of progress. This is the starting point and further investigation would then be planned from this information.
- Working with outside agencies can sometimes lead to the identification of needs for students and where a greater level of intervention in school may be required. For example, working with the OT team, early help or one of the many other agencies we have contact with.
- Specialist trained MCA staff also carry out diagnostic testing.

### **3. Our academy's approach to teaching students with special educational needs:**

Our curriculum is equally ambitious for all students in achieving our aims (ABC) and we have an inclusive approach to delivery. The aim for SEND students is to that all reasonable adjustments are made so they have full access to the Academy's curriculum. We promote self-confidence as learners and at all times encourage as much independence as possible depending on the individual needs of the student. We work with the students, parent and carers to ensure their mental and emotional well-being is in the best place so they are able to function within a learning and working environment and offer early support if this is not the case.

We will access and seek advice and help from other agencies and guide the teaching staff and support staff on how best to support the young person with their learning and emotional needs.

A student's timetable will only be reduced where there is clear evidence that this is in their best interest and will enable them to deepen their learning in other aspects of the curriculum.

#### **4. How we adapt the curriculum and learning environment for students with special educational needs:**

We have created adapted groups within our timetable structure for students who are working significantly below age related expectations. These are small nurturing groups where the work can be significantly adapted to meet need but still allow students to access the full curriculum including stretch and challenge for their ability. Students will have intervention work to support with specialist diagnoses.

#### **5. Additional support for learning available to students with special educational needs:**

We offer a supportive space where students know they can access the SEND staff when required. This can be daily for some students. This again has been really successful and has led to further expansion of the SEND resource area. It allows good communication between home and the academy, where we try to solve issues before they escalate and could have a greater impact on them and their well-being.

Literacy Toolbox, which takes place for one hour every day, has had a positive impact on the reading ability of the participating students in KS3. It has increased their confidence in reading and comprehension and together with paired reading has made reading more enjoyable for the students. 100% of the students who participated in this programme have made improvement. As well as this we now have a TA who has qualified as a dyslexia specialist. She is now seeing students on a 1:1 basis and in small groups where they do not make expected progress with other reading interventions. We can now take students right back to basics and support them with sounds and blending of words. This was in its infancy when we went into lock down so it is not possible to comment on the full extent of the impact but next year we will be able to give greater evidence of demonstrable progress..

We run dyslexic and speech and language intervention for students and this varies according to specific need. In 2021/22 have invested in reading pens and laptops for students entering into Year 10.

Paired reading takes place daily and weekly and significantly impacts not just the reading ability and confidence of SEND students but also allows them to develop their confidence and skills in social and emotional situations. This confidence ensures students are more able to contribute in lessons alongside their peers.

In-class TA support is provided to ensure additional support is timely and that there is an overview of a student across different subjects. The purpose of TAs is to support students in understanding and accessing their work at the same time building and developing independence. TA support continued throughout the periods of remote learning and was key to supporting students with their academic progress as well as social and emotional wellbeing.

At both KS3/4 Literacy and Numeracy lessons are timetabled to consolidate and secure learning are in place for specific students. This allows time and space to re-cover and ensure the basics are embedded in a student's learning.

Access arrangements are a key tool as students enter KS4 and prepare for formal examinations. Early identification is key to ensure students are supported to work and manage their assessments in the most appropriate way.

Homework Intervention & Support is available for all students with additional staffing to support students with SEND. This provides a secure and supportive environment to complete homework allowing students to make progress in their learning and also help them manage their time and social/emotional welfare.

Peer and staff mentoring is managed on an individual basis with training provided to Year 11 and sixth form students. The focus of this is to support students with transitions, homework, worries they may have about next steps or particular subjects as well as wider aspects of academy life. This is supported and supplemented with mentoring organised through the USAF.

The academy works in partnership with Suffolk Fire & Rescue Service and one day a week a fire fighter attends the academy to support students in lessons, in the sensory room and at social times. They also run multiple Firebreak courses aimed at building students confidence and team working in a practical and vocational setting.

### **How we enable students with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:**

Our aim for all SEND students is to ensure that all reasonable adjustments are made so they have full access to the Academy's curriculum. We promote self-confidence as learners and at all times encourage as much independent learning as possible depending on the individual needs of the student.

We run bespoke PE lessons for students with disability plus the PE classes are adapted so they can be included in all activities. Trips are all inclusive along with any courses we run. We do not believe any child should be excluded from an activity unless it is proven it would put their own safety at risk.

The academy has a lift which allows students to access all areas of the academy and every classroom has an adjustable desk with science and DT rooms fitted with specialist equipment to allow all students to not only access lessons but to do so in a comfortable and practicable environment.

To ensure access to all external trips and visits the academy has a mini bus with disability access.

Consultation and working relationships with physio and OT are a priority to ensure that the environment, resources and expectations in place are appropriate and maximise student engagement and potential in learning.

Support staff attend lessons on a planned timetable but also on a review basis to ensure students are able to access the lessons and curriculum.

### **6. What support is available for improving the emotional, mental and social development of students with special educational needs:**

As an academy we have spent a lot of time invested in helping students with their mental and social wellbeing and the academy has a mental health and wellbeing student led committee. We have a range of mentoring including; young carer mentoring, traveller mentoring, LAC mentoring, exam stress groups, speech and language, handwriting support and Art Therapy. The Assistant SENCO has worked alongside, and played an important role within, the newly established Mental Health team and as a

result we have been able to offer the human toolbox course and this has now progressed to the “my big life project”. This has had a real impact for our SEND students as it starts them thinking about their emotions, how their body reacts and how this can become a barrier to their learning with strategies to overcome them. We have seen students use the techniques they are given in the course and we have noticed that they are not leaving classes as frequently for sensory breaks, therefore staying in the class as their mind set is in a better place to learn.

MCA has established a referral system so that a group of senior staff and key support staff can meet and discuss students, their needs and the best way to proceed in terms of support. This has ensured a joined up and effective approach and has strengthened requests for support from external agencies and ensured even more timely access to academy resources. This work is led by the Vice Princip[al Pastoral and the Mental Health Lead who uses their specialist training to ensure there is a clear and appropriate strategy in place. The House Support Hub supports the work of SEND by ensuring provision is in place and that there are strong communications between the academy and home and also between teachers, students and home through the tutor, Student Support Officer or House Leader.

The Personal Development curriculum is made accessible to all students and includes a dedicated lesson for all students focusing on these issues. Students with SEND needs and who are working well below age related expectation have additional time to cover these topics.

The SEND is a safe space for students with constant access and supervision. It includes the SEND office, Therapy room and sensory room.

All of the work is underpinned by the information available to parent/carers via the website, information evenings and through 1:1 working.

### **How we assess and review the progress of students with special educational needs:**

MCA follows the Plan, do, review cycle and full information can be found in the SEND policy as well as via the Suffolk SEND local offer and website. EHCP reviews are held regularly and involve the academy, home and the student as well as any other agencies as appropriate. These are made available as appropriate to staff to ensure that all needs and wishes are considered and met.

Progress Reviews are specifically analysed student by student and by group including SEND. This information is one way in which academic progress is reviewed to ensure students are not only accessing the ambitious curriculum but that they are making strong progress at least in line with their peers. These reviews include pastoral Information relating to behaviour and attendance ensuring that the whole child is considered.

### **7. The expertise and training of staff in relation to students with special educational needs:**

MCA actively accesses and seeks advice and help from other agencies and uses this to guide the teaching staff and support staff on how best to support the young person with their learning and emotional needs.

SEND Briefings & Staff Training are scheduled every academic year and are spread throughout to ensure staff are aware of the best and most recent information. Training covers the strategies for specific students, the SEND register and also the use of edukey.

### **8. Equipment and facilities to support students with special educational needs: Please see section 5**

### **9. How we consult with parents of students with special educational needs about, and involve them in, the education of their child:**



EHCP reviews are key points to consult with parents/carers and students about a child's progress.

Ongoing collaborative working and information sharing (GO4schools, Edukey, school comms, academy newsletter, progress reports, email and meetings) are key to effective partnership working.

Parents/Carers and students are invited to all meetings held, parental and students' views are collected for EHCP meetings. Parents/Carers are encouraged to contact the SEND team for any issues or worries they have about a student including examples such as if they have had a bad morning, so we can ensure extra support is put in place or teaching staff are informed and can be vigilant to a child's needs. One Page Profiles and PEEPs are sent home for parents/carers to read, amend and comment on. Any referral that is submitted is emailed to parents/carers first for them to read, check and where necessary amend before the documents are submitted.

#### **10. How we consult students with special educational needs about, and involve them in, their education:**

Students are always encouraged to be part of all appropriate meetings, their voice is always sought for meetings especially for EHCP reviews. Students write, with assistance, their one page profiles which allows them to tell teaching and support staff what works best for them in lessons. They are always consulted on PEEPs and what they feel most comfortable with along with if a student requires personal care. Students will also see the SEND team for regular meetings where they can have a general chat to ensure they are feeling safe, supported and happy in their school experience and to help ensure their day gets off to a good start.

Students with SEND are Included in wider academy surveys and student groups including academy committees and councils.

#### **11. How we support students with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:**

We liaise with the feeder primary schools to ensure the students have a good transition and we hold meetings with future parents/carers so they get to know us in the academy and are able to discuss their children's needs. This way we can best inform the staff about the students before they start here allowing the student to have a smooth transition to secondary school and ensuring staff are fully aware of a students' individual needs and the best ways to support them from the start through first wave quality teaching as well as the other wide range of support.

As well as this part of transition we also work closely with Suffolk specialist teachers to ensure our ASD students with behaviour issues or sensory impairment not only have a programme of early transition but that this continues into their first term (minimum) of academic life in the academy.

Year 11 students are supported through the process of finding a post sixteen programme and/or course in a number of ways. Help is provided for them with the application process, building in skills and self-esteem ready for interviews and offering extra support with their CV and letters of application. As well as these meetings are held with SENCo's in local FE provisions to discuss the cohort and what support is required. The SENCo of the main local college is also invited to the EHCP meeting of year 11 students. Where required travel and financial support are also provided to help students manage the greater level of independence required for travelling to/from post 16 provision. Addition and bespoke support may include; visits to provider, training on using public transport, support with taster and induction days, careers advice, support from a Senior Youth Worker through the CAF process and the Curriculum delivered through Youth Award.

**How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students:**

All third parties that work with students are invited to all meetings or are encouraged to submit a report on the work they are conducting with the student ready for any meeting that is being held. We work with a wide range of support agencies to deliver the following measures; Invite to meetings, Make referrals, We buy into the LA provision and their staged approach of support, Solution Circles, Consultations (specialist services), CAF, Mental Health Team (MHST), School Nursing Team, ADHD Consultant.

**12. How we deal with any complaints from parents/carers of students with special educational needs:**

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

**13. How we evaluate the effectiveness of our provision:**

When carrying out any review of the academy's effectiveness at faculty, pastoral, academy or trust level we aim to include student with SEND to ensure that they have the same access to the high-quality curriculum as their peers and that they are making progress as expected. This includes; Half term progress reviews, EHCP reviews, Plan, Do, Review meetings, Destinations analysis and monitoring, Terminal examinations and Observations in learning and participation in activities including enrichment.

This evaluation report reflects academic year ending July 2021						
SEND profile						
Total Number of students on SEND register						
SEND Support		Education, Health and Care Plans		% of academy population		
				SEND support	EHCP	
133		24		9.04%	1.9%	
% boys and girls		SEND and Student Premium % of SEND cohort		<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>		
Boys 61%	Girls 39%	48%				
Progress made by students with SEND						
Achievement – Year 11 Summer 2021						
	All SEND	Non-SEND	SEND support	SEND EHCP	SEND and PP	Non-SEND and PP
Cohort size	20	189	16	4	7	54
Progress 8	-0.05	+0.53	+0.11	-0.69	0.00	+0.30
Attainment 8	25.6	48.6	27.2	19.3	25.0	44.6
Progress 8 English element	0.00	+0.22	+0.08	-0.30	+0.04	+0.03
Progress 8 Maths element	+0.44	+0.57	+0.53	+0.08	+0.51	+0.29
% Basics Level 4	15%	75%	13%	25%	0%	69%
% Basics level 5	5%	40%	6%	0%	0%	0%
Summary						
<p>In 2021 students were awarded their grades using Teacher Assessed Grades. SEND students achieved well and were supported throughout the assessment process. This built on the support provided to students during the extended periods of remote learning where they were supported through their timetabled remote lessons and virtual support from TAs as well as being invited to attend the academy as priority students. The majority of students with SEND attended the academy during the second period of remote learning.</p> <p>There is no published data for progress 8 and this will not be used nationally to determine effectiveness of school provision.</p>						

Other year groups- % of SEN students who met or exceeded end of year expectations (Based on TA)			
	English	Maths	Science

Yr	SEN	non-SEN	SEN	non-SEN	SEN	non-SEN
7	69%	86%	23%	51%	40%	59%
8	52%	77%	48%	68%	48%	78%
9	31%	75%	44%	50%	25%	49%
10	28%	45%	44%	43%	50%	78%

### Summary

The impact of remote learning and managing the return to full time face to face learning was challenging for all students and especially for those with SEND. The progress of these students is below that of their peers and is a priority for intervention and support at academy level which is then replicated at subject level and with specialist SEND intervention. The training undertaken by a range of staff in areas directly linked to SEND provision will be put in place from September 2021 to support SEND students in all year groups. This will be in addition to the quality first teaching and IT provision. Academy training will prioritise strategies for supporting SEND students in class to ensure they make progress at the rate appropriate for them across the ambitious and challenging MCA curriculum for all.

### Effectiveness of targeted interventions

In-class support and quality first teaching are the most effective means to help students with SEND achieve against the curriculum intent. However specific interventions are appropriate to meet certain needs and over the course of this academic year the most effective interventions have been around mental health and wellbeing and building or re-building confidence. This has been achieved through draw and talk and My Big Life. Dyslexic and Speech and Language interventions bespoke to individual students have also been highly effective.

### Attendance and Exclusions

Overall attendance %		% of students PA		% and number of SEND students FTE or PEx	
SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
90.2%	90.6%	0	0	FTE 11 /0.91%	FTE 42/3.47%

During Lockdown in January 2021 we had good attendance of EHCP students coming into the Academy. For those who did we ensured they were provided with all of the IT equipment required for them to be able to access the online learning in the same way that their peers were. In addition to this there was staff support for those in the academy. Welfare calls were made weekly to all students on the SEND register and where action or follow up support was required action was taken. All students were encouraged to attend at least part of each week where there was reluctance to attend daily.

Students with ASD/OCD and ADHD had transition opportunities when joining/returning to the academy site to ensure they were able to cope with the transition. All students took this within their stride and no issues arose as a result of the return to full time face to face learning or the move into a new academy building. These transition opportunities continue throughout the summer holiday to ensure students can adjust their sensory needs.

All of the year 11 Access group went into post 16 education having had transition work from MCA staff and a Senior Youth Worker from Suffolk County Council and personal visits were arranged for those we felt would benefit from having early additional transition.

Throughout remote learning it was difficult for some students to adjust to the new way of working and again on the return to face to face learning. The demand for support was higher and the needs greater in some instances for SEND students and their peers. Despite this and as a result of academy planning and support processes and SEND provision exclusions reduced overall but saw a slight rise for students with SEND initially. Attendance was consistent for students with SEND and their non-SEND peers with a great deal of personalised work across the academy to support students and their families in returning to the academy.

#### SEND Interventions and Provision at MCA

- CIC mentoring
- Traveller mentoring
- Young Carer Mentoring
- County support (CISS) for ASD and behaviour, school refuser and high level of anxiety •  
Transition to new school site
- Extra visits for Primary Schools
- ASDAN Youth Award
- Small group Maths/English work
- Community Support Worker to work with families and students who have identified difficulties both in and outside of the academy
- In class support
- Transition to West Suffolk College
- Access Arrangements testing and organising of GCSE exams
- Assistance for students with physical needs for PE
- PEP plans for students with disabilities allowing students to feel safe if there is an emergency
  - EHCP reviews
- Year 11 transition meetings with SENCO from WSC to ensure students' needs are met in post 16 education.
- Training increased for teaching assistants.
- Assistant SENCo training in the post of Mental Health Lead
- Daily, weekly welfare phone calls to parent/carers and students during lockdown
- Meetings with external agencies taking place via Teams to ensure the students' needs were being met and plans in place for their return and how best to support them.
- Work and equipment delivered to the family home to ensure access.
- Ensuring we worked to get EHCP students and other vulnerable children into the academy to ensure they accessed online learning and had support from the teaching assistance in class.

The curriculum at MCA is ambitious and challenging for all students. Our aims are for all young people to Achieve academic excellence, Be the best they can be and Contribute positively to the community. We seek to do this through our MCA character TRAITS and the

principles of working together; supporting individuals and Work hard; Be kind. Training to ensure teachers understand and can plan and deliver lessons which meet the needs of all learners is a priority. To ensure all students including those with SEND can be successful we ensure the following are high quality and prioritised to deliver highly effective quality first teaching:

MCA Routines & Expectations.

Staff training on specific SEND needs.

Information to allow staff to plan for and to meet the needs of all.

Strong home-academy relations to ensure collaborative and consistent working. Specialist equipment to allow access to all aspects of the curriculum.

### **SEND Objectives for 2021-22**

1. To reduce the number of FTE for students with SEND so that they are in the academy, learning and making progress.
2. Training and development for TAs to further enhance the specialist provision MCA is able to offer to meet the needs of learners alongside engagement with external agencies.
3. Further increase and improve the equipment available for students and staff to utilise in the learning environment to allow greater confidence and independence for students as well as leading to strong academic progress.
4. Develop provision and intervention for SEMH linked to behaviour in KS3 and especially in Year 7 to ensure transition from primary to secondary education is highly effective.

## Appendix A

<b>Academy Needs Analysis:</b>				
<b>Type of Need</b>		<b>No. of Students</b>	<b>% of SEND students</b>	<b>% of all students</b>
<b>Communication and Interaction</b>	Speech, Language and Communication Needs (SLCN)	16	12%	1.3%
	Autistic Spectrum Disorders (ASD)	14	10.5%	1.16%
<b>Cognition and Learning</b>	Moderate Learning Difficulty (MLD)	16	12%	1.3%
	Severe Learning Difficulty (SLD)	0		
	Profound and Multiple Learning Difficulty (PMLD)	0		
	Specific Learning Difficulty (SpLD)	73	54.8%	6.05%
<b>Social, Emotional and Mental Health (SEMH)</b>		23	17.9%	1.9%
<b>Sensory and/or Physical Needs</b>	Visual Impairment (VI)	5	3.7%	0.41 %
	Hearing Impairment (HI)	3	2.2%	0.24%
	Multi-Sensory Impairments (MSI)	1	0.75%	0.08%
	Physical Disability (PD)	6	4.5%	0.49%
<b>Other</b>	<b>Oth</b>	<b>12</b>	<b>9%</b>	<b>0.99%</b>
	NSA	10	7.5%	0.82%
	BESD	8	10.9%	0.66%