

SEND Information Report

Academic Year 2023-24



Review Date

September 2023

Ratified

September 2023

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Principal, Nicola Hood, and SENCO, Sarah McGahan, and approved by the Board of Trustees in September 2023 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

The academy makes provision for the following kinds of SEN:	<p>MCA provides educational provision for a wide range of SEN needs. Currently this includes students with visual and hearing impairments, communication and interaction difficulties, dyslexia, social and emotional needs and reduced mobility. MCA does not discriminate against any type of SEN and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made MCA will seek to support any student in accessing the academy and its full provision offer.</p> <p><u>SEND register figures 2022-2023:</u> EHCPs – 28 SEND Support (K) – 150 Total on SEND register – 178</p> <p>Highest numbers in area of need: SpLD and SEMH</p>
The academy identifies and assesses SEN by:	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none">• Open Evening with SENCo available• Year 5 and Year 6 Transition activities with feeder schools• SENCo meetings with feeder schools• Transfer of information• Attending Year 6 annual reviews for students with an EHCP• Enhanced transition for identified Year 5 and 6 students (and parents/carers)• Through Assessment Information <p>Ongoing</p> <ul style="list-style-type: none">• Teacher referral to SENCo as a result of in class observation and assessment (MCA referral form)• SENCo observations• Through pastoral monitoring which includes referrals to Suffolk's Specialist Education Service (SES) (Stage 2, 3) and other referrals such as to the Wellbeing Service and Barnardos NDD pathway• Educational Health Care Needs Assessments (EHCNA)• Subject analysis post termly assessments• Academy cohort analysis <p>Exam Access Arrangements</p>

	<ul style="list-style-type: none"> • Assessment by an MCA qualified member of staff to identify needs and assess in line with examination boards.
<p>The academy supports SEN in accordance with its policy framework which is set out at:</p>	<p>All MCA policies and procedures can be found on our website under Our Academy, then Policies or Procedures.</p> <p>This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).</p> <p>These policies set out the academy’s approach to:</p> <ul style="list-style-type: none"> • Assessing and review of the progress of children with SEND • Teaching children with SEND • Adapting the curriculum and learning environment for children with SEND • Making decisions on additional support in relation to children with SEND • Ensuring inclusion of children with SEND with children without such needs across all academy activities • Supporting the emotional, social and mental development of children with SEND • Evaluating the effectiveness of our provision for our children with SEND.
<p>The academy supports students with a range of SEND needs using Adaptive Teaching strategies and interventions:</p>	<p>Quality First Teaching/Adaptive Teaching Strategies are used to support learners with SEND needs in lessons and around the academy. A range of strategies are used such as:</p> <ul style="list-style-type: none"> • 1:1 checks for understanding • Provision of coloured overlays • Tasks broken down into manageable chunks • Use of IT and technology to support in lessons • Pre-teaching of vocabulary • Environmental adjustments (lighting) • Sensory breaks • Targets dyslexia, numeracy and literacy intervention • Paired reading intervention <p>For a full outline of the quality first/adaptive teaching strategies and interventions used to support students with SEND needs at MCA, please see:</p>

The academy supports students SEMH needs by:

- Appendix 1: Quality First Teaching/Adaptive Teaching Strategies at MCA
- Appendix 2: SEND Intervention at MCA
- Appendix 3: MCA SEND Graduated Response

- Timely interventions
- Pastoral support from the House and SEND teams
- Regular check ins with key members of staff
- Support from the Inclusion team including working with staff when reintegrating back into the academy after a period of absence
- Individualised and tailored support plans
- SKL curriculum and morning meeting programme which covers key topics and strategies which students can use to build independence and resilience
- A trauma-informed approach adopted by staff to support students and understand their needs
- Seeking support from external agencies such as the School Nurse team and Mental Health in Schools' team
- A 'team around the child' approach to support from the student's teachers and the pastoral, inclusion and SEND teams.

Interventions which are led within the academy to support students include:

- **My Big Life:** A six-week small group cognitive therapy-based intervention. This supports students with breaking cycles of behaviours such as low mood and avoidance. It can help students build resilience and boost self-esteem.
- **Anxiety Group:** A six-week, small group intervention used to support students who exhibit low mood and anxiety.
- **Draw and Talk:** A 12-week therapeutic intervention completed 1:1 with 30-minute sessions. This is used to support students social and emotional wellbeing and help students communicate their emotions.
- **ELSA:** A six-week programme which provides support for those who need to develop their emotional literacy to be able to manage situations.
- **Exam resilience group:** Small group sessions for students who are identified as struggling with the exam process and managing their emotions around this.

The key principles of a Trauma Informed Approach which MCA staff strive to use to support students are:

- A calm approach
- Giving students processing time
- Simple instructions

	<ul style="list-style-type: none"> • Relationships that are trusted and built • Being consistent. • Collaboration between staff to support students 	
The academy monitors quality first teaching and SEND provision by:	<ul style="list-style-type: none"> • Regular learning walks to quality assures use of quality first/adaptive teaching strategies in lessons. • Monitoring of implementation of strategies outlined on one-page profiles within lessons. • Progress data reviews and analysis leading to subject intervention for SEND students throughout the year • Regular assessment of impact of interventions on student progress and desired outcomes as part of ADPR cycle. 	
The academy's SENCOs are:	SENCO:	Miss Rebecca Woods
	Email:	rebecca.woods@atrust.org.uk
	Assistant SENCO:	Mrs Helen McMullan
	Email:	Helen.mcmullan@atrust.org.uk
	New SENCO Sept 2023	Miss Sarah McGahan
Email:	sarah.mcghan@atrust.org.uk	
The academy's staff have been trained and have expertise in the following areas:	<p>All staff at MCA receive training on how to meet the needs of all learners and in particular strategies to support students with ASC, ADHD, SEMH needs, Communication and Interaction difficulties, dyslexia and visual and hearing impairments.</p> <p>The SENCO and one other member of staff have completed the Nationally accredited qualification required to be in the role of SENCO.</p> <p>The SENCO and one other member of staff have completed the nationally accredited qualification required for Access Arrangements Testing.</p> <p>Some staff have completed certified training in dyslexia training, My Big Life, ELSA, Draw and Talk. 7 staff have completed the Mental Health First Aid qualification.</p>	
The academy will secure equipment and facilities for children with SEND by:	<ul style="list-style-type: none"> • Planning through its annual budget • Applying for Higher Needs Funding • Pupil Premium Funding • Applying for grants/additional funding • Buying into the local authority offer 	

<p>The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:</p>	<ul style="list-style-type: none"> • Annual Review Meetings • Parents’ Evenings • SEND Parent Coffee Mornings • Assess, Plan, Do, Review cycles • Ongoing communication • Open door policy • Pupil passport and target reviews <p>Student voice is at the centre of the Assess, Plan, Do, Review cycles and all students with EHCPs are involved with their annual review meetings.</p> <p>Additionally, all students on the SEND register (SEND Support and EHCPs) are involved with updating and reviewing their one page profiles each term. They are supported by the SEND team, TAs and their tutor and both the targets set and provisions/strategies outlined are decided on with the student. Parents are kept regularly up to date regarding their child’s targets and provisions and are offered the opportunity to amend targets and add to one page profiles each term.</p>
<p>Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:</p>	<p>Following our Complaints Procedure</p>
<p>The academy works with other agencies to support children with SEND and their families:</p>	<ul style="list-style-type: none"> • Suffolk SEND Services • Suffolk’s Specialist Education Service (SES) • Mental Health in School Team (MHST) • Barnardos Neurodevelopmental Disorder (NDD) Pathway • CAMHS • IYFAP • Family Support Services • Other as required
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Suffolk Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS)</p>
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open Evening with SENCo available • Year 5 and Year 6 Transition activities with feeder schools • SENCo meetings with feeder schools • Transfer of information • Attending Year 6 annual reviews for students with an EHCP

	<ul style="list-style-type: none">• Enhanced transition for identified Year 5 and 6 students (and parents/carers) <p>Year 11 to Post-16/Post-16 onwards</p> <ul style="list-style-type: none">• Independent Careers advice (Year 8 onwards)• Careers education• Year 11 Parent/Carer and student Interviews• Parents' Evenings• Enhanced transition visits• Support with learning/practicing travel routes• Parent/carer meetings• Meetings with local FE providers
The Local Offer produced by the Suffolk Local Authority is available at:	https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page

Adaptive Teaching and SEND Support

Social, Emotional, Mental Health (e.g. ADHD)	Cognition and Learning (e.g. SpLD, MLD, Dyslexia)	Communication and Interaction Needs (e.g. ASD)	Sensory/Physical (e.g. visual or hearing impairment)
<ul style="list-style-type: none"> School behaviour policy, applied fairly and consistently Communicate in a calm, clear manner Chunk instructions and support with visual cues Structured choices providing opportunities student to feel an element of control Seating plan considerations (minimal distractions) Be aware of students who will need de-escalation time and how to support them Fidget devices Safe space Praise effort and engagement Sensory break pass (individual basis) Transitions in lessons are clearly signposted (pre-warning) Ensure groupings provide a positive role model Communicate positive achievements with home Provide task check lists Processing time Keep instructions, routines and rules short, precise and positive Use the pupils name to ensure you have their attention before giving instructions Give a set time for a task Use a visual timer for tasks Use interactive strategies and interactive tasks Take time to find pupil's strengths 	<ul style="list-style-type: none"> Pre-teaching of subject specific vocabulary Instructions broken down into manageable chunks Print out long sections of information and presentation slides Key words/vocabulary emphasised when speaking and displayed clearly Encourage pupils to explain what they have to do to check understanding before starting a task Links to prior learning made explicitly clear Consistent approaches to presentation of learning resources Alternative ways allowed to demonstrating understanding and presenting ideas Use of writing frames and sentence starters Occasional opportunities to work with a scribe Use of IT technology (if applicable) Text presented clearly - uncluttered, bullet points, clear font Diagrams and pictures used to add meaning alongside text (dual coding) Additional time to complete tasks if necessary Teach and model techniques (reduce memory load) Use of reader/scribe/extra time if normal way of working Live marking to address misconceptions 1:1 checks for understanding 	<ul style="list-style-type: none"> Pupils are prepared for upcoming transitions in activities/school day Pupils named to gain individual's attention before giving instructions Key words and vocabulary displayed visually Verbal instructions are clear and broken down into manageable chunks Checklists and task ladders Delivery of information slowed down with enough time for processing, repeated when needed Use student's preferred methods of communication Use variety of methods of recording (computer, scribe, mind maps, speech to text technology, pictures) Concentration aids/fidget toys Use concise language and visual prompts/models 1:1 checks for understanding Structured class routines (consistent) Try to link learning to real life experience Eliminate non-essential copying from the board Sensory break pass (individual basis) 	<p>Sensory needs</p> <ul style="list-style-type: none"> Teach without lights on or full lights on Reduce background noise and noise in the classroom (noise can cause sensory overload) Consider the temperature of the room (if it is too hot, some students may struggle) Be aware of students being sensitive to touch or needing to be in contact with a desk/wall to meet sensory needs <p>Physical/Hearing/Visual Impairment</p> <ul style="list-style-type: none"> Use of ICT/laptop Allow additional time for tasks Access to different pen/pencil grips Break down activities into chunks Lined paper with sufficient space to accommodate handwriting Allow oral presentation as alternative to written tasks Positioned so pupil is able to view the teacher directly without turning and close enough to see/hear Ensure that left and right handed students are not sitting next to each other with writing hands adjacent Allow the student plenty of space to work Consider organisation of classroom to allow free movement Ensure correct seating in relation to whiteboard, taking into account the level of vision in each eye

<ul style="list-style-type: none"> • Give the pupil a responsibility in the classroom to raise self-esteem • Give breaks between tasks (brain breaks) 	<ul style="list-style-type: none"> • Visual prompts • Scaffolded tasks • Dyslexia Friendly fonts • Read aloud 	<ul style="list-style-type: none"> • Use coloured backgrounds and paper if required • Short spells of visual activity interspersed with less demanding activities • Eliminate non-essential copying from the board • Where copying is required, ensure appropriate print size • Use verbal explanations when demonstrating to the class • Read aloud • Address the pupil by name to get their attention • Avoid standing in front of windows (your face becomes difficult to see) • Remember to remove/turn off microphone when moving, talking to others or out of the classroom • Reduce background noise • Slow down speech rate a little but keep natural fluency • Allow more thinking and talking time • Face the pupil when speaking • Keep hands away from mouth • Divide listening time into short chunks • Use visual symbols and cues • Accessible desks and seating/work spaces
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SEND Interventions at MCA

'Additional from or Different To'

The table below outlines the interventions and strategies which we are able to use to meet students' individual needs at MCA. These are used to support those whose needs are not fully met through quality first teaching strategies.

Social, Emotional, Mental Health (e.g. ADHD)	Cognition and Learning (e.g. SPLD, MLD, Dyslexia)	Communication and Interaction Needs (e.g. ASD)	Sensory/Physical (e.g. visual impairment, hearing impairment)
<ul style="list-style-type: none"> 5 minute de-escalation/settling time at the start of a lesson Sensory break pass Access arrangements when applicable Positive report card SNAP B assessment ELSA Access to safe space Access group if applicable TA Mentoring Homework support after-school Observations of student in range of subjects Social skills groups 	<ul style="list-style-type: none"> Small group Maths intervention SEND processing assessments Access arrangements when applicable Dyslexia intervention Access group (if applicable) Reader pen Paired reading Reading intervention Literacy toolbox Homework support after-school Observations of student in range of subjects 	<ul style="list-style-type: none"> 5-minute end of day discussion time Sensory break pass Reasonable adjustments to uniform Signal for sensory break/staff guided use of sensory break Safe space identified for the student to support regulation SEND processing assessments Teaching Assistant Mentoring Access arrangements when applicable Access to SALT services Access group if applicable Leave lessons early pass Homework support after-school Observations of student in range of subjects Social groups for those with ASD 	<ul style="list-style-type: none"> Access arrangements when applicable Lift access Sloping desk when required Leave lessons early pass Reader pens Use of a reader pen Timetable adjustments if required Homework support after-school Observations of student in range of subjects 5 minutes leave early to avoid busy corridors

APPENDIX 3: MCA Graduated Response to SEND



MCA SEND Graduated Response



The table below outlines our SEND Graduated Response and the steps/processes we will go through to support young people with SEND needs at MCA.

Early Intervention	In-school SEND Support	Specialist support External Agencies	Further support
<p>The MCA Way</p> <ul style="list-style-type: none"> Quality First Teaching strategies used to meet need One-page profile completed by tutor/pastoral team and shared with staff SEND processing assessments (when relevant) and any additional strategies shared with staff Use of social stories Inclusion team support Pastoral team support Young carer mentoring Homework support (after-school club) Positive report card and rewards agreement Paired reading Coloured paper Technology (e.g. laptop) support Teacher referral to SENCO Access to Local Offer MCA SEND Policy Enhanced Transition support Transition social skills group Multiple Assess. plan, do, review (ADPR) cycles Inclusion Support Meetings 	<ul style="list-style-type: none"> In school interventions TA mentoring Sensory break pass De-escalation time at start/end of day Access to quiet space Access group (if applicable) ELSA intervention Dyslexia support and intervention Typing skills support Snap B assessment Reading intervention Literacy Toolbox Access arrangement assessments (if appropriate) One-page profile completed and monitored by SEND team Targets set by tutor to monitor progress on pupil passport Multiple ADPR cycles 	<ul style="list-style-type: none"> Specialist Education Services (SES) team for Social, Emotional and Mental Health (SEMH) needs SES team for Specific Learning Difficulties (SpLD) needs SES team for Communication & Interaction (C&I and SLCN) needs SES team for Cognitive and Learning needs Local Authority Inclusion team Educational Health Care Needs Assessment (EHCNA) application Neurodevelopmental Disorder Pathway (NDD) referral through Barrowdos (e.g. for ASD/ADHD diagnosis) Therapeutic interventions Higher Needs Funding Application (when applicable) Educational Psychologist access through an EHCNA application or AANT Multiple ADPR cycles 	<ul style="list-style-type: none"> Alternative provisions considered e.g. Forest schools, Noise Solutions, Sunset Barns