



# Centre Academy East Anglia

## SEN Information Report

### Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

To be reviewed annually

Next review date: May 2023

Displayed on Website

Signed:

A handwritten signature in black ink, appearing to read 'D. Rollo'.

Date: 22/04/22

Principal and CEO

Dr Rollo

Signed:

A handwritten signature in black ink, appearing to read 'K. Salthouse'.

Date: 22/04/22

Head of School

Mrs Salthouse

Signed:

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Date: 22/04/22

SENCo

Mrs Gilbert

*Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

## **What kinds of Special Educational Needs do we make provision for at Centre Academy East Anglia?**

Centre Academy East Anglia is an independent, co-educational, day and boarding special school for children and young people who have special educational needs. These needs are mainly in the areas of cognition and learning (mild to moderate learning difficulties), communication and interaction and or speech and language difficulties. They mainly include ADHD, Dyslexia and Autistic Spectrum Disorders. Pupils may also have associated behavioural, emotional, sensory or physical difficulties. We cater for both junior and senior pupils.

The needs of most pupils who attend the school are identified before their enrolment at CAEA, especially those supported by a Statement of SEN or an Educational, Health and Care Plan (EHCP). When this is not the case the school will carry out its own baseline assessment, calling in specialist advice when appropriate and making referrals as necessary.

Under normal working conditions CAEA offers parents the opportunity for their child to attend Taster Days to experience the school before deciding whether they would like to enrol their child. The benefit of this procedure enables the school to determine in advance of admission whether CAEA would be a suitable setting to provide the type and level of provision that the prospective pupil is likely to need.

We are a small school set in peaceful rural surroundings, well away from the hustle and bustle of busy urban life – a perfect environment for learning and an excellent setting for quiet study. With easy rail access to London, Ipswich and Bury St Edmunds on our doorstep, and the beautiful Suffolk countryside surrounding us, rich in wildlife and historic sites, we are pleased to be able to offer our pupils a variety of stimulating extra curriculum on and off site activities.

## **What is our approach to teaching pupils with Special Educational Needs?**

Our aim is to provide all our pupils with an excellent academic education together with the necessary life and social skills to ensure that when they leave the school, they can confidently look forward to enjoying a happy fulfilling and rewarding life in the wider society. Throughout their time with us therefore, we focus strongly on a curriculum that helps pupils to gain the skills and qualifications they are likely to need to have choices at the next stage of their education or in their working life.

To achieve our aims, we want all our pupils to feel happy, comfortable and secure in the school and for them and their parents to have absolute trust and belief in our teaching staff, all of whom are dedicated and committed to helping pupils realise their full potential. At the heart of our mission is the drive to provide excellent teaching at all levels and to deliver learning experiences both inside and outside the classroom that are at all times challenging motivational and inspiring. Above all we want our pupils to develop a love for learning that they can carry through life. We cannot always remove the barriers which many of our pupil's face in their learning and development, but we can help them to overcome these barriers.

At CAEA we have fostered an inclusive ethos and our community of staff, specialist providers, teachers, parents and pupils, work together collaboratively to develop and implement our policies and practices. We operate a pupil centred approach to teaching whereby teaching strategies, the curriculum and any specialist provisions are tailored to the pupil, based on a careful assessment of his or her individual strengths and needs. These are kept under constant review and amended as required. Central to our approach to teaching is our aim to provide a culture in the school and a learning environment in which all pupils achieve the confidence to develop to the maximum of their ability. We seek to ensure this by:

- Planning and implementing a broad, balanced and differentiated curriculum according to need.

- Offering a broad range of academic subjects at examination and accreditation level
- Recognising the difficulties some pupils may encounter and putting in place intervention strategies to help them progress further
- Attending promptly to all issues of their care, health and wellbeing in the school.



In supporting our pupils, we take a graduated approach following an, assess, plan, do, review, model, i.e.

- **Assess:** Data on the pupil held by the school is collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents are always invited to support the identification of action to secure outcomes
- **Plan:** If within a review, it is found that further actions of support are required in 'addition to and different from' the support already in place, then the views of all involved, including parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded, implemented, overseen and reviewed by the SENCo.
- **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include strategies and relevant academic and developmental targets (this may include targets for preparing young people for adulthood) that take into account parents' aspirations for their child. Parents and pupils will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date set for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil

### **How do we adapt the curriculum and learning environment for pupils with SEN?**

Classes at CAEA are small, (on occasion, a sixth form class may be larger to assist pupils in getting ready for study at higher levels, including university). This enables teachers to provide close, differentiated and targeted support. Pupils with language and learning issues benefit from having information presented at a slower pace, with more time for repetition and preferably visually. We do this by adapting or modifying the curriculum. A differentiated curriculum offers our pupils a variety of learning experiences to meet their different learning needs identified in their Statements of SEN or EHC Plans. We modify or adapt the curriculum according to the different ability levels of pupils, by changing the content, methods of teaching and learning and methods of assessment. This is reflected in Schemes of Work which are prepared annually by teachers for each class.



Learning takes place in an environment that is quiet, peaceful, and calm, lessons are designed to challenge and stimulate and opportunities are provided for all pupils to actively participate in lessons collaboratively with their peers and the teacher. Teachers group pupils and arrange seating in the classrooms to help encourage this. Pupils are taught to be respectful to each other and staff while feedback is always given in a positive manner in the belief that it is always better to praise success rather than criticise failure. The school operates a 'no tolerance' approach to bullying.

Pupils requiring therapies in Speech and Language, Occupational Therapy and Physiotherapy are served on-site by the school's professional therapists. This includes sensory integration classes differentiated to meet their physical, social and emotional development needs, ELSA and Thrive trained specialist on site. Therapists' reports are submitted regularly to our SENCo who updates on the school staff file for staff to view and implement recommendations from our therapists.

### **How do we evaluate the effectiveness of the provision for pupils?**

The effectiveness of SEN provision is measured using both qualitative and quantitative data. Qualitative data gathers the views of the parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data examines both progress and attainment levels compared to those achieved nationally for pupils with the same learning level. This information is shared to staff to assist them in planning and target setting termly and annually by GL assessments and GCSEs and judged by external moderators including Local Education Authorities (LEAs), The Council for the Registration of Schools Teaching Dyslexic Pupils, (CReSTeD) and the Independent School Inspectorate. Exam access arrangements are undertaken on site by our qualified SENCo, so no extra costs are payable.

### **How do we assess and review pupil's progress?**

In order to track the progress of our pupils and evaluate the provision, the school implements a rigorous system of ongoing assessment. Central to this is the annual review process

All Statements of SEN or EHCPs are subject to this process at least annually, Parents, Pupils, the Local Authority and other agencies are able to assess and discuss progress made and consider the need for any changes to the provision. Before an Annual Review, all parties involved will be invited to supply a written report as well as being invited to attend the review meeting.

The Annual Review Statement sets out the level and type of provision that each child needs together with expected outcomes. It identifies the progress that the pupil has made during the previous 12 months and if outcomes have not been achieved, recommends additional provisions or interventions as necessary. Provision Plans for each pupil are set at the beginning of each academic year. These include a personal profile of the pupil and set out:

- The type of interventions and provision required
- Individual learning targets for English/Literacy, Maths/Numeracy, Behaviour/Social and Speech and Language.
- Success Criteria for meeting these targets
- Progress achieved

These are reviewed at termly intervals and if adequate progress is not being made, strategies are put in place to secure an improvement. Evidence of the level of progress is gained from a range of routine tests and marking of pupil's work.

### **What activities are available for pupils additional to those available in accordance with the Curriculum?**

We strongly believe it is important to our pupils' development for them to participate in as broad and diverse a range of extra curriculum educational and recreational activities as possible. Our junior pupils enjoy weekly music and swimming sessions, and Forest School gives them a flavour of outdoor living in the natural environment.



Pupils take part in charity fund raising events throughout the year, such as, Children in Need, Red Nose Day and Mental health awareness day etc.

### **What support do we make available for the emotional and social development needs of pupils?**

Many of our pupils experience significant social and emotional difficulties. This can affect their ability to interact socially and form and maintain relationships. It can also hamper their learning and development. A lack of self-confidence, low self-esteem and constant anxiety are serious additional issues that pupils with learning difficulties often have to face. We realise how important it is to give a high priority to meeting our pupil's social and emotional needs, and at CAEA we use the Zones of Regulation, five-point scale in our daily practise throughout school allowing our students to freely communicate how they feel.

Every pupil has a dedicated tutor who is responsible for their day-to-day management and for the wider class arrangements. They have time throughout the day to meet with their pupil, check and assist with homework, and make sure that pupils have all the books and equipment necessary for classes. The tutors have responsibility for the emotional well-being of pupils under their care, with the support of the senior management team and the SENCo. They are also the first point of contact for parents.

PSHE/RSE and social skills courses are built into the curriculum to help pupils develop their self- confidence, self-esteem, and independence.

The school offer alternatives alongside the GCSE programme such as the Unit Award Scheme affiliated by AQA which aim to improve social and life skills with a less restricted education program.

Some of our pupils can display negative behaviour at times that can be harmful to themselves and others and cause disruption to lessons. We strongly believe that excluding pupils is counterproductive. Instead, we implement Behaviour Support Plans. These are prepared by the SENCo in collaboration with the pupil's parents. They are implemented by all staff across the school. They focus, in the first instance, on trying to avoid negative behaviour before it escalates. This involves:

- Identifying behaviours that might require intervention
- Parents invited into school on the pupils first day back after the Summer holidays to meet tutors, discuss the child and to look around the classroom environment.
- Understanding the factors that might lead to such behaviour
- Recognising the warning signs and triggers for the behaviour and
- Developing a strategy for managing the behaviour before it escalates and in a way that gives the pupil time and space to calm down, recover their composure and reflect on the circumstances that may have led to them making 'wrong choices'.
- Supporting and praising positive behaviours.

This evidence-based practice has proven to be highly effective at CAEA



### **How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

We are always open to new ways of helping our pupils engage with pupils who do not have SEN. For example, our pupils regularly take part in sports activity days with children from mainstream schools, including cross country races. We have close links with local colleges and universities. We also arrange work placements which our pupils are encouraged to attend when considering further education options.

### **What expertise and training does our staff have, to support pupils with SEN?**

All our teachers at CAEA are qualified, generally at least to first degree level and have appropriate experience and expertise in teaching children with SEN. Our Head of School and the Principal both hold higher degrees. A full list of staff and their qualifications may be accessed on the school's website.

CAEA supports the principle of continuing professional development for its staff. The Head of School and Principal meet annually with each member of staff to review their performance and development. As part of this process and if necessary, in consultation with the SENCo,

development and training needs are identified for the forthcoming year. Our Teaching and Learning Coordinator has recently completed “Leadership and Management” training.



Whole School INSET training occurs throughout the academic year. Training is provided by in-school professionals as well as external agencies. This year the school has run courses on Dyslexia, Safeguarding, Behavior Workshops, special needs and differentiation. The school makes use of online training events, as well as peer-to-peer observations. In addition, the Principal, Head of School, SENCo, Examinations Officer and the Teaching and Learning Coordinator, ‘drop in’ to classes, informally, to observe and support staff. We regularly undertake ‘Learning Walks’ as a proactive way of identifying what works well in the classroom and what not so well, to help us continue to disseminate best teaching practice throughout the school.

### **Who is our SEN Coordinator?**

Our SEN Coordinator is Mrs Gilbert, a qualified and experienced SENCo of children and young people with SEN. Mrs Gilbert, whose specialism is in the field of Autistic Spectrum Disorders, holds a BA Degree with Distinction and has achieved the Special Educational Needs and Disability (National Award for SEN Coordination), Post Graduate award PAPPA, Diploma in Specialist Support Teaching and Learning and qualified Thrive practitioner. She is a member of The National Association of Special Educational Needs (Nasen) and the National Autistic Society

### **How do we consult parents and involve them in their child’s education?**

Our parents and families are important partners in the education we provide. We understand and recognise that we can benefit from their ideas and contributions. As part of our school community, we aim to ensure that families:

- Feel welcomed and involved in a school they can trust
- Feel heard, informed and reassured in all things relating to their child
- Have support, social and learning networks for them and their families within the school
- Are sign posted to advice, opportunities and wider support to expand their knowledge and confidence
- Are able to access multi agency services through the school.

The school has an ‘Open Door’ policy which means that parents are always welcome to contact and meet with the pupil’s teacher, our SENCo, Head of School or Principal, if they have any concerns. Other ways in which we engage and work closely with families include:

- Introductory meetings and 'Taster Days'.
- Formal Parent/Teacher Meetings at the end of each term
- Parent Forums for staff and parents
- Involvement in proposed changes to school policies, practices and procedures through formal and informal consultation throughout the school year
- Individual Parent Conferences
- Termly School Reports
- A Half-termly newsletter that keeps parents up to date on school events.
- "The Week Ahead" – a weekly bulletin containing school information for the following week

Homework is an important part of the learning process at CAEA. Pupils are provided with Homework Diaries at the beginning of the school year. These give parents an ongoing insight into their child's progress. We encourage parents to take an active part in this process with their comments and thoughts.

SEN Provision Plans are published three times a year. These record and monitor targets and outline the interventions and therapies to be implemented for each child. Parents participate in this process and play an important part in helping teachers and therapists to set targets and review outcomes.

The school encourages home therapy plans. Therapists make regular and ongoing contact with parents in regard to block therapy sessions. Parents are welcome to request home therapy plans from the school.



### **How do we consult and involve our pupils in their education?**

All pupils at CAEA are treated with dignity and respect as active partners with us and their parents throughout the process of their learning and development. In particular:

- The curriculum is highly personalised to their needs so they can access and experience success throughout their school life
- Pupils play an active role in the completion of SEN Provision Plans and individual target setting. They also participate in the review process.
- Assessment and the annual review of statements of SEN and EHC Plans are treated as inclusive processes designed to take full account of the views of pupils, their choices and preferences.
- Pupils on a GCSE pathway meet with their teachers during the Academic Direction meetings. These meetings are an opportunity for pupils and teachers to discuss the progress that has been made, any additional help required, as well as setting curriculum targets. The Academic Direction meetings take place at least once a year and are coordinated by the pupil's tutor.
- The School Council provides a medium for pupils to have their say on any aspect of school life relating to their needs.



- The school operates a Suggestion Box for pupils. This allows pupils to contribute their ideas and or concerns (anonymously if they wish) at any time about the school's development or their own well-being.
- Issues raised by the School Council and via the Suggestions Box are reported to and discussed at weekly Senior Management Team Meetings.
- Each class have a worry box, which is monitored daily by the tutor and addressed on an individual basis.
- School Eco Council

### **What arrangements are made for supporting pupils in transferring between phases of education or in preparing for adulthood and independent living?**

Transition for pupils with SEN can be difficult and stressful. We aim to support pupils and make this as smooth as possible. The processes involved in transition may include:

- Prior visits to the pupil's new educational environment,
- Meetings with the parents before the transition takes place,
- Arranging transition days for the pupil to adapt to the new environment,
- Individual sessions with the social skills teacher or tutors,
- Liaison with the previous or new school and its professionals,
- Mentoring by organisations involved in supporting the child.

All Annual Reviews for pupils with a Statement of SEN or EHCP from Year 9 onwards, will have a focus on the planning for their transition to adulthood, covering their health, where they will live, their relationships, control of their finances, how they will participate in the community, and provides support in achieving greater independence.

The school's curriculum has a strong focus on functionality and preparation for adulthood and independent living. It includes specific subjects on citizenship, social skills and PSHE/RSE. Pupils embarked on the Unit Award Scheme also have the opportunity to study for Functional Skills qualifications in English, Mathematics, and ICT, as well as GCSEs.



CAEA also supports pupils who are interested in exploring vocational training and apprenticeship programmes.

### **What equipment and facilities does the school provide to support children and young people with special educational needs?**

CAEA is small in size, with classrooms designed to cater for small groups of pupils. Such small classes provide a good auditory and visual environment. Teachers and therapists make use

of a range of teaching resources, including projectors, laptops, desktops and tablet computing, as well as dictation software. Centre Academy uses multi-sensory teaching methods in all curriculum areas, providing a stimulating and engaging experience for the pupil.

The school constantly reviews arrangements for pupils within the classroom and during examinations to ensure they receive equal and nondiscriminatory access to learning and fair assessment. Touch typing opportunities are provided across the school.

Pupils with SEN may find examinations stressful and not perform to the best of their ability. Sixth Form pupils at CAEA have the opportunity to enroll on the American Diploma Course. Based on a continuous assessment of pupils work, this course avoids the need for pupils to experience the trauma and stress of examinations. The American Diploma is a recognized University entry qualification.

### **How does the school involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of the pupils and in supporting their families?**

The school directly commissions most of the specialists that pupils with SEN and parents require. This includes a qualified and experienced speech & language therapist, occupational therapist and physio therapist. The school also recognises the importance of multi-agency working and will call upon other appropriate professionals and organisations if they are considered necessary to assist a pupil or parent. Such organisations include Local Authority Safeguarding, Child and Adolescent Mental Health Services (CAMHS) and Prospects Careers Advisors. During the annual review process, all appropriate organisations and individuals are invited to attend to ensure the best possible outcomes for the child or young person. This may include an educational psychologist from the pupil's home Local Authority.

### **How can parents find out about support services available for pupils?**

The Tutor should always be the first point of contact for parents. The Tutor will liaise with the SENCo or Head of School in providing information about further support available within the school and if necessary extra support from external agencies and also where to find it at the home local authority.

Other members of the school team, available to offer support include:

Dr Duncan Rollo.	Principal of Centre Academy Schools.
Mrs Kim Salthouse.	Head of School/ADSL.
Mrs Lisa Gilbert.	SENCo/DSL.
Mr Vaughan Steward.	Examinations Officer.
Mrs Sandie Whall.	Teaching and Learning Coordinator/ADSL.

### **What arrangements has the school made to deal with complaints?**

As part of CAEA's 'open door' policy, parents or pupils are requested to initially direct their concerns to the class Tutor or subject teacher, who will liaise with other staff including the Head of School and the Principal as necessary. The school's 'Complaints Policy' is available upon request or can be downloaded from the school's website. Any complaints will be responded to rapidly by the school.

### **Information on where the local authority's local offer is published.**

Many of the pupils attending the school live in Suffolk. Suffolk County Council's local offer is online. For the most up-to-date information regarding this and recent SEN reforms, please visit: [www.suffolklearning.co.uk](http://www.suffolklearning.co.uk). Parents of pupils from other Counties or London Boroughs should visit the websites of those authorities.



**References:**

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62SE7>

Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>



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