



RUSHEY MEAD ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) REPORT

RUSHEY MEAD ACADEMY SEND REPORT 2021

Academy Name	Rushey Mead Academy
Age Range	11-16
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Special Educational Needs Coordinator (SENDCO)	Veena Shaunak
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Local Offer Webpage Link	https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/

Introduction

Rushey Mead Academy, lead school in the Rushey Mead Educational Trust, is a joyous and successful academy which challenges each member of its community to excel.

We are proud to serve a uniquely diverse community in the north of Leicester, in our larger than average 11-16 mixed comprehensive school. ~~which benefited from a £17m rebuild as part of the national Building Schools for the Future programme.~~

Having been judged as Outstanding since 2007, the school has a long-established national profile for excellence in teaching, leadership and student outcomes.

At Rushey Mead all students, teachers and parents share a common vision to "Make A Positive Difference".

This underpins everything we do and helps us to achieve the best outcomes for all students.

Every day at Rushey Mead we work together to **Make A Positive Difference**.

- To ourselves. We support students to achieve the highest standards, not just in lessons and examinations, but also in extra-curricular activities. We encourage them to consider their behaviour and to understand how this behaviour makes a positive difference to them and their future prospects. Every individual truly matters and we support them to be the best they can be.

- To others. Students at Rushey Mead consider their place in society and understand what it means to be a good citizen. The academy is extensively involved in charitable activity and students fully participate not only in fundraising for good causes but also in actively helping others. The development of leadership skills for students is an important focus for the academy through our "Compass" student leadership scheme. On a daily basis staff and students support one another and their peers to mutual success.
- To our world. Every day we encourage all members of our learning community to respect their surroundings and make sustainable choices for the future. We take collective responsibility to make Rushey Mead, Leicester and the wider world a better place.

Rushey 1-2-3

Students' safety and wellbeing is of paramount importance, so we seek to make sure that they thrive and are protected from harm and well equipped to make wise choices. Our excellent pastoral support system ensures that students are helped to do their best and are happy in school. Students feel safe, nurtured and supported.

Our Rushey 1-2-3 expectations **of Be Kind, Work Hard, Develop your Whole Self** provide a framework for personal conduct and development for students. From the moment a student arrives at Rushey Mead Academy we ask them to live these expectations, so that they permeate all that we do:

1 Be Kind – We aim to develop respectful, tolerant students who are kind to everyone.

2 Work hard – We promote resilience and persistence in the face of challenges initiative as qualities to be admired and rewarded, at school, as they will be in life.

3 Develop your whole self – We want students to develop more than just academic excellence. We want them to use their leadership skills, sporting talent, musical or dramatic ability, raise money for charity or challenge themselves on the Duke of Edinburgh scheme. All of these make for rich and memorable experiences, develop qualities prized by employers and develop important wider attributes.

SEND

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc.)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc.)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)

- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)

The following table identifies the types of disability and SEN and examples of the type of provision offered at Rushey Mead Academy

Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)	Outside Agencies	In school intervention
<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.</p> <p>This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.</p> <p>They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>The Speech and Language Therapists work with individual students from their caseload.</p> <p>Advice is provided and shared with staff.</p> <p>The CLCI ASD link teachers work with individuals and provide specific advice for school.</p> <p>The Educational Psychologist provides advice and strategies for individual students.</p> <p>Enhanced transition arrangements ensure needs are identified and arrangements put in place as students move from KS2 and in Year 11 for post 16 provision.</p> <p>Connexions work with some students to ensure support is provided during transition.</p>	<p>Bespoke individual support is available if professionals advise this is necessary.</p> <p>Personalised support and guidance where necessary.</p>
Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)	Outside Agencies	In school intervention
<p>A young person has a learning difficulty or disability if they have significantly greater difficulty in learning</p>	<p>Complex Learning, Communication and</p>	<p>The following programmes are implemented when baseline assessments indicate a need:</p>

<p>than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p>Support for learning difficulties may be required for children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or specific learning difficulties (SpLD).</p> <p>On entry, the school assesses students' cognition and learning through MIDYIS tests, reading, literacy, numeracy tests are conducted and previous attainment levels at KS2 are reviewed. If any concerns are raised then further assessments and advice is sought.</p> <p>These assessments might identify moderate learning difficulties (MLD) or specific learning difficulties (SpLD), which affects one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Interaction Support Team (CLCI) provide advice and guidance with assessments, suggesting and implementing programmes to meet individual needs.</p> <p>Educational Psychologists support with assessments, suggest and implement appropriate programmes. Primary school links take place during transition and throughout the academic year when necessary.</p> <p>Connexions support in transition plans to post 16 provision where appropriate.</p> <p>College representatives attend transition meeting when appropriate.</p> <p>Where appropriate, agencies submit reports for reviews and attend them.</p>	<ul style="list-style-type: none"> • Variety of reading interventions targeted to particular aspects of literacy including: Inference, Spelling, handwriting interventions and Writing development • Targeted Maths interventions Small group and individual work where appropriate <p>The following assessments are used in conjunction with observation to identify specific needs:</p> <ul style="list-style-type: none"> • MIDYIS • Vernon spelling • Online literacy and numeracy assessments • Dyslexia checklist • Maths assessments <p>Alternative provision is sought where necessary including bespoke programmes and at KS 4, Foundation Learning and Entry Level courses are identified.</p> <p>After school study clubs to support learning.</p>
<p>Social, mental and emotional health SEMH (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc.</p>	<p>Outside Agencies</p>	<p>In school intervention</p>
<p>Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p>	<p>After identification from primary school, observations and assessments from within the school, the following agencies may be requested to contribute to further assessments and programmes of support:</p> <p>Space4U Counsellor</p>	<p>The following resources are used to support those children who have been identified with issues relating to SEMH difficulties:</p> <p>TAs are available to provide support, guidance, modelling and practice of skills if appropriate.</p>

<p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>The school assesses students' emotional and behavioural needs to ensure appropriate interventions are initiated and opportunities to address any issues identified.</p> <p>Social and Emotional Aspects of Learning (SEAL) activities are incorporated into tutor time activities. We have good links with feeder primary schools, and the year 6 profiles are shared before transition and enhanced induction days and personalised transition arrangements for KS2-3 and KS4-5 for individuals who are moving to post 16 provision. Safeguarding, anti-bullying and behaviour policies and procedures all support students with SEMH needs. The school holds the ABC anti-bullying award.</p>	<p>School Nurse/GP Educational Psychology Service CLCI Child & Adolescent Mental Health Service (CAMHS) ADHD solutions Primary and Secondary Behaviour Support services and teams Youth Offending Team Other specialist services to support students with SEMH issues</p> <p>For those children who are unwell and not able to attend mainstream school, the Children's Hospital School may be involved and they may be educated offsite.</p> <p>Transition at each Key Stage will involve past or future educators and Connexions when appropriate.</p> <p>For some students in KS4, who find school difficult to engage with alternative courses are provided and the students are educated off site.</p>	<p>Where necessary safe spaces are available for students in crisis.</p> <p>Bereavement support is offered and referrals to the Laura Centre if appropriate.</p> <p>The following bespoke and time limited interventions might be used to support a student with SEMH difficulties: Draw and Talk therapy Interactive Play and Social Communication Nurture and friendship groups Restorative justice</p> <p>For some students a personalised and bespoke timetable is required including PSPs</p> <p>Vocational learning opportunities are available at KS4 when specifically identified</p>
<p>Sensory/ Physical (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)</p>	<p>Outside Agencies</p>	<p>In school intervention</p>
<p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing</p>	<p>Specialist staff from the Hearing Support Team and Vision Support Team provides assessment and support where appropriate.</p> <p>Physiotherapy and occupational therapy are fully involved when a child's need merits this.</p> <p>Links with disability sports provide help with inclusive practices.</p>	<p>All environmental aspects of the school building have been considered with reference to special individual needs, and where appropriate further modifications are provided after support and guidance from appropriate agencies.</p> <p>The following are available to students with these needs:</p>

<p>impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Young people with a physical disability (PD) who require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p>A range of teaching and learning resources are used to take account of different learning styles and to compensate for reduced sensory or physical abilities.</p> <p>Clear planning for the production of modified resources, with support from outside agencies where appropriate.</p> <p>Provision of differentiated and assistive resources and materials when planning delivery of lessons.</p> <p>Consideration of timetabling and location of rooms, which are suitably furnished.</p> <p>DDA compliant building, including where appropriate adaptations to the environment.</p> <p>The young person is aware of their own impairment and its limitations and implications for their own learning.</p> <p>The school enables the young person to take responsibility for their own learning environment.</p>	<p>Enhanced transition arrangements ensure needs are identified and arrangements put in place as students move from KS2 and in Year 11 for post 16 provision.</p> <p>Other agencies are involved if appropriate.</p>	<ul style="list-style-type: none"> • Full access throughout the school • Use of lifts as appropriate • Disabled toilets • Fire evacuation using Evac chairs if required • Adapted resources for ICT
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Rushey Mead Academy's approach to teaching pupils with SEND:

We endeavour to build resilience and embrace challenge through an inclusive environment that is both flexible and responsive, ensuring all students with SEND have their needs met and achieve the best outcomes. We strive to ensure everyone has an equal opportunity to fully engage with the whole curriculum.

What expertise and training of staff do Rushey Mead Academy provide to support pupils with SEN?

We employ staff who are highly qualified and committed, and ensure that through induction, CPD, appraisals and the Teaching School we have outstanding staff working with our students with SEND. All staff receive advice, training and guidance to deliver quality first teaching and support SEND students' in accessing the curriculum and ensuring the most effective provision.

What support services are available?

We work in collaboration and partnership with all support services to ensure students' needs are appropriately met.

<https://families.leicester.gov.uk/send-local-offer/>

How does Rushey Mead Academy adapt the curriculum and the learning environment of pupils with SEND?

The curriculum is tailored to students with high level needs through their EHCPs, and all staff support students in achieving their learning outcomes.

A graduated response is adopted for students identified as having SEND. Provision is identified and managed by the SENDCO and Learning Support faculty, but will be planned and delivered by teaching and support staff as part of Quality First Teaching. For a more detailed review of provision please refer to the Academy SEN policy.

What are the admission arrangements for pupils with SEND at Rushey Mead Academy?

We follow the Leicester City Council Admissions code and the Admissions department arrange all admissions to the academy.

<https://www.leicester.gov.uk/schools-and-learning/school-and-colleges/school-admissions/admissions-policy-and-arrangements/>

What facilities are provided to assist access to the academy?

A copy of the Accessibility plan is available on the school website.

What equipment and facilities do we have to support pupils with SEND?

Bespoke equipment to meet needs will also be made available internally and in partnership with services for visually or hearing impaired students or any other identified needs.

How does Rushey Mead Academy ensure that pupils with SEND are enabled to engage in activities available for pupils in the Academy who do not have SEND?

This is ensured through:

1. All staff having a keen commitment to inclusive education.
2. SENDCO and teaching assistants advocating on behalf of SEND students ~~if needed~~.
3. Close monitoring of school activities uptake to ensure SEND students are participating at proportionate rates at least.
4. Active encouragement of participation through the Rushey Passport.

What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?

Robust monitoring systems are in place to monitor every aspect of a pupil's experience to ensure there is equality of access and fair treatment for all according to need.

We have an inclusive curriculum to ensure equality of opportunity and high expectations regardless of starting points.

How does Rushey Mead Academy consult parents of children with SEND and involve them in their child's education:

We work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We believe the relationship between Rushey Mead Academy and parents/carers is a partnership which involves a two-way process. We recognise and value the input of the family and believe that this has a crucial bearing on a student's educational progress, and on the effectiveness of any action the school may take. We aim to ensure parents/carers are supported and informed through:

- communication via telephone calls, letters and emails,
- termly tracking,
- annual reviews for EHCP,
- parents' evenings and
- multi- agency meetings.

How does Rushey Mead Academy consult pupils with SEND and involve them in their education:

This takes place at Annual reviews for students with an EHCP and also through parents' evenings, pupil pursuits to monitor their progress, student voice, observation in lessons, consultation and feedback from external professionals.

How does Rushey Mead Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEN and supporting their families?

We have a history of very strong multi-agency working and safeguarding, ensuring that we receive the most appropriate support from external agencies. Rushey Mead Academy works in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by the Academy include (this is not an exhaustive list):

- The Educational Psychologist
- CAMHS support

- Learning, Communication and Interaction team (LCI)
- Children's Hospital School
- School Nurse
- School counsellor
- Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy

How does Rushey Mead Academy assess and review a pupil's progress towards outcomes:

Through regular tracking and analysis of SEND performance data, assessment information from subjects, pupil pursuits specifically for SEND students and meetings with parents and students.

How does Rushey Mead Academy support pupils with SEND when they transfer between phases of education/the preparation for adulthood and independent living:

We have strong transition arrangements for post 16 provision including enhanced visits during Year 11 reviews after transition, resulting in no NEET students and a well-established programme of transition from feeder primary schools.

What support for improving emotional and social development does Rushey mead Academy offer?

We have a trained and experienced pastoral and SEND team of staff, including a specialist Level 3 TA, who will support with social and emotional development. Teachers also have training and a wide body of experience and expertise to draw upon.

What are the arrangements for supporting pupils with SEN who are looked after by the local authority?

Looked After Children fall within the scope of the 'Guidance for Education of Looked after Children'.

The Lead Safeguarding Officer works closely with the SENDCO and SEND team to ensure all students reach their full potential.

This includes holding PEPs and applying for additional support where required.

How will Rushey Mead Academy evaluate the effectiveness of the provision made for pupils with SEN?

- Termly through data tracking and Rushey Mead Assessment Framework.
- Reports to parents including Annual Reviews for EHCPs.
- Annual school self-evaluation and improvement planning.
- Peer review via Challenge Partners.

- Observations, monitoring and quality assurance from professionals working for specialist agencies and by those at school.
- Evaluating GCSE outcomes and using the information to plan for the following academic year.
- Student voice.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at Rushey Mead Academy?

A copy of the complaints procedure is available on the school website.

How are SEND students supported in the event of remote or blended learning?

During a period of remote or blended learning every EHCP or high needs student will be allocated a teaching assistant who will keep in regular contact with them whilst they are working from home. They will provide regular telephone or Teams support for both emotional wellbeing and support to access and complete on-line lessons.