

SEND INFORMATION REPORT – THE PEAK ACADEMY

The Special Educational Needs and Disability Regulations require The Peak Academy to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). All pupils are provided with experiences and opportunities to help develop skills required to make reasonable. The school is built around accessible single-story buildings with access to disabled WC.

One-to-one provision takes place as required and is delivered by Teachers, Teaching Assistants, and pastoral Staff. However, withdrawal from class is kept to a minimum as classes are already very small.

At the Peak Academy, we hope that the parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

Who do we support?

The Peak Academy is a Specialist Provision SEMH School. We support students with an Education Health and Care Plan primarily in the area of Social, Emotional and Mental Health needs. We are a mixed sex provision covering the age range from Y7 through to Y11.

Under the umbrella of SEMH needs we also cater for, and have staff expertise in the following areas of associated needs:

- ADHD
- Cognition and Learning
- Specific Learning Difficulties
- Speech Language and Communication Needs

How do we identify and assess pupils?

In the first instance a consultation is held between The Peak Academy and the placing Local Authority to determine if the setting is the right place for the young person. Once this has been determined, the Academy use the following methods to build a picture of need to appropriately support progress and wellbeing.

- The Academy will liaise closely with feeder schools to build on their expertise and to transfer data and key information about new pupils to inform teaching.
- The Academy will undertake a range of baseline tests upon entry to include:
- Reading ages

- Cognitive Ability Tests – to assess overall ability, processing, and problem-solving skills
- The Academy will identify pupils who require additional support for pastoral and/or learning needs
- The Academy will identify pupils who may benefit from examination access arrangements
- The Academy will identify more cognitively able pupils.

How do we monitor the effectiveness of student provision?

The staff at The Peak Academy are adaptive and flexible in their approach. There is one shared common goal and that is to achieve aspirational outcomes for the young people who attend. All of our staff understand that they are teachers of Special Educational Needs and are committed to closing the attainment gap between SEND and non-SEND pupils. We support the learning of all pupils through quality first teaching SEND expertise and detailed knowledge of all our pupils' needs.

To make this happen the Academy recognise the importance of robust and SMART outcomes. In addition, the Academy understand the importance of Pupil Centered Planning and parental/carer engagement.

To support us in ensuring provision is at its best:

- The Academy follows the Assess, Plan, Do and Review Model to break down and continually support EHCP outcomes
- Teachers of pupils with SEND are informed about the nature of the pupils' needs and are offered strategies for meeting that need through a One Page Profile
- The Academy holds Annual reviews of EHCPs, and additional emergency reviews as required. Parents or carers and pupils are involved in discussions which include reviewing the outcomes that have been planned and the pupil's progress towards them
- The Academy works in conjunction with the Virtual Schools to reviews Personal Education Plans termly (3X per year).
- Pupils in KS4 receive support and careers guidance to support transitions to Post 16 Learning. The Academy works with the housing local authority by engaging in transition conferences to support individual students and gain insight into what course are available and how to achieve a place. Post 16 professionals are invited to KS4 EHCP Annual Reviews.
- The Academy has specific literacy and numeracy interventions daily to lessen gaps in learning and promote broad vocabulary knowledge

- The Academy has a pastoral support team and daily Classroom support from a team of well qualified Teaching Assistants

How do we evaluate the effectiveness of our SEND provision?

- The progress of pupils is clear and measurable. We recognise the need for a flexible and adaptive approach to suit the needs of individual learners. What the Academy provides is specialist and staff are trained to support the needs of the learners
- Our SEND Information Report is reviewed at least annually to reflect changes in provision and support
- Staff provide termly data drops to identify progress. This is measured against baseline assessments and predictions
- SEND support is carefully monitored for its effectiveness using a cycle of Assess/Plan/Do/Review. Where pupils are not making the expected progress, consideration is given to providing intervention strategies and additional or alternative support
- In discussions, the focus will be on how the school and parents/ carers can work together to support the work that the pupil will do to achieve the desired outcomes. Our focus is to improve outcomes for all and prepare the young person for adulthood
- Adaptation, differentiation and effective learning strategies are deployed, and we share good practice at weekly meetings
- We use robust recoding and monitoring systems to produce impactful clear reports in relation to all areas of SEND in order to show evidence and identify areas of need

How do we ensure that our learners can access the learning and make progress?

The Academy has a range of expertise in order to meet the needs of learners. They include but are not exhaustive:

- Most classes are supported by a Teaching Assistant.
- Read Write Inc, a specialist literacy programme, is used by staff to improve reading outcomes and vocabulary knowledge
- Our curriculum is based on the National Curriculum and includes all the core subject areas

- Additional support and intervention are provided on the basis of a pupil's needs. The use of outside mentoring and educational agencies are also used to provide wellbeing and academic support as and when appropriate or required
- Parents/carers are contacted either by letter, text, or telephone to advise them of the nature of the intervention, how long it is intended to last, when it will take place and who with
- Learning Support strategies to ensure progress are developed in collaboration with the Intervention Manager and Vice Principal Teaching and Learning
- A structured teaching approach which incorporates routines, structured tasks, and rewards
- Maintain close links with the Educational Psychologist and Speech and Language Therapist to work together to identify support and improve outcomes

How we inform our staff?

As well as the areas identified above and through this report, all staff attend Career Professional Development. This covers a range of topics and includes:

- Attachment Trauma and Resilience
- Emotional Literacy
- Team Teach for physical interventions as required
- Writing SMART outcomes
- Supporting students with ADHD/ADD

How do we keep children safe?

The school has a safeguarding policy that all staff are required to read in order to understand their legal obligations in safeguarding children. Whole staff training is continual delivered to ensure staff are vigilant and up to date.

Our Designated Safeguarding Lead is Dave Readman who works in line with the requirements of the role, as set out in Annex B of Keeping Children Safe In Education Sept 2023. Our DSL is Mr A Sprosen and Mr A Vinton. There are five other level three trained staff in the safeguarding team. The members of our safeguarding team, work in partnership with a range of other agencies, including Local Partners, to keep pupils/students safe. This includes information-sharing, provision of reports and attendance at multi-agency meetings including child protection conferences and core groups.

Who do we work with to support students?

The Peak Academy recognises that outside professionals and services are vital partners in joined up provision to provide the right support at the right time and early.

So that we always have a range of options the Academy maintains close links with professionals such as:

- Educational Psychology Service

- Advisory Teaching Service
- Speech and Language Therapy
- Mentors
- Outside Provision for offsite learning
- The Virtual School
- Hospital Education
- SEND Transport
- SEND Casework
- School Nurse
- School Counsellor

How do we reward students?

End of term trips form part of the reward process for all.

The school follow a points-based system with the opportunity to start at the top each lesson. It is never too late to make up for lost learning or gain back rewards points.

Weekly and termly awards are given to students for achievements including:

- Displaying of The Academy Values
- Attendance

Key Staff and how to contact them

Mr J Evans. SENCo: jevans@thepeakacademy.org

Mrs E Entwistle- Headteacher elisa.entwistle@thepeakacademy.org

Mr D Readman. Designated Safeguarding Lead: dreadman@thepeakacademy.org

Mr A Sprosen – Assistant Headteacher – Pastoral: asprosen@thepeakacademy.org

Mr A Vinton – Deputy Headteacher: avinton@thepeakacademy.org

How do students get to us?

Transport is arranged via the Transport Department. For more information regarding The Peak Academy's SEND provision, please contact the school on: 01453 542130.

Gloucestershire County Council's local offer, explaining what is available on an LA basis, can be found at: Gloucestershire County Council at <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

