

SEND Information Report

Magnus CofE Academy

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Contact Information:

SENCO (Special Educational Needs Coordinator): Mr M MacGregor

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1. Introduction

At Magnus we are committed to providing inclusive education and ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have the opportunity to achieve their full potential.

2. Special Educational Needs Provision

The total number of students with special educational needs fluctuates annually. The highest proportion of special needs children is observed in years 8 and 9, while the lowest is in year 13. At the time of writing, 17% of students attending the school have been identified as having a special need.

- Areas of Need

The percentages indicated below represent the proportions of students out of the total number of SEN students. Some students may be represented more than once if they have special education needs in more than one category.

Communication and Interaction – 5.8%

Cognition and Learning – 14.6%

Social, Emotional and Mental Health – 24.1%

Sensory and/or Physical Needs – 6%

Provision

Our provision is designed to meet the diverse needs of our students. The SEN department is located in the SEND hub area, which serves as a dedicated space for interventions and provides a quiet environment for students experiencing dysregulation. Within this hub area, our team works closely with students.

Learning assistant may accompany students to mainstream adapted lessons.

We cater to a wide range of communication and interaction needs, offering targeted interventions to develop vocabulary and foster appropriate interaction skills. Our school is committed to providing comprehensive social, emotional, and mental health support. This includes access to a school counsellor who can make referrals to external agencies when necessary. We have designated quiet spaces available for students and provide alternative options during break and lunchtime. Furthermore, we deliver tailored Emotional Literacy Support Assistant (ELSA) interventions based on individual student needs.

Integral to our approach is the integration of social and emotional mental health education across our curriculum. This is delivered through tutor sessions, Personal, Social, Health, and Economic (PSHE) programmes, and embedded within our Christian values during worship.

In addition to academic support, we offer extracurricular activities to promote a sense of belonging among students. While we strive to accommodate sensory needs, the diverse age and construction of our building's present challenges. However, we actively collaborate with students to implement strategies such as seating adjustments, provision of ear defenders, and alternative arrangements for gatherings.

physical needs, we support students with various conditions, including visual, auditory, and physical challenges. Wheelchair access is provided to some first-floor areas, while classes in older buildings without lift access are scheduled on the ground floor. We maintain close communication with the local authority to ensure that students' physical requirements and adaptations are effectively met.

As an inclusive school, we are committed to ensuring that all our students have access to mainstream lessons with a qualified teacher and appropriate lesson adaptations. We uphold a quality-first teaching approach, striving to facilitate students' participation in regular lessons alongside their peers.

The SEND Department collaborates with the library and the English department to enhance students' reading abilities. Currently, we offer a variety of reading interventions focusing on phonics, reading accuracy, fluency, and comprehension. Additionally, we provide opportunities for pre-teaching, precision teaching, and over-learning activities for selected students.

We firmly believe that students achieve their best results when taught by a classroom teacher."

Information regarding other provision such as foundation pathways can be found on our website.

3. Policies for Identifying and Assessing SEND

We follow a graduated approach to identifying and assessing SEND, which includes:

Regular monitoring of student progress

Teacher and parent referrals

Screening and assessment by the SENCO

Collaboration with external specialists as needed

4. Arrangements for Consulting Parents

We value the partnership with parents and ensure regular communication through:

- Review meetings
- Parent evenings
- Email and phone communication
- Annual reviews of Education, Health and Care Plans (EHCPs)

5. Arrangements for Consulting Pupils

Pupil voice is important at Magnus. We engage students in their own learning and support through:

- Encouraging students to attend reviews
- Pupil surveys
- Involvement in setting personal targets

6. Assessing and Reviewing Pupils' Progress

We assess and review progress through:

Regular teacher assessments

Learning Plans

Termly progress reviews

Annual EHCP reviews (if applicable)

At the Magnus Academy, we cater to two levels of SEND needs. Our SEN students have a learning plan in place, which guides classroom teachers on the child's requirements and suggests necessary adaptations. Additionally, we have students with higher level SEND needs, with whom we closely collaborate, actively involving the students' parents. These students undergo small-step, individualised progress tracking. This may involve utilising tools such as PIVATS for personal, social, and emotional development, or the B Squared literacy and numeracy trackers. For students with conditions like autism spectrum disorder or ADHD, we may also employ the AET tracking tool

7. Supporting Pupils During Transition

Transitions can be challenging for students with SEND. We support them by:

Attending transition meetings with feeder schools

Offering transition visits and orientation sessions

Preparing transition booklets and social stories

The school delivers a one-week transition event

8. The Approach to Teaching Pupils with SEND

Our approach includes:

- Adapted teaching strategies
- Small group and one-to-one interventions
- Use of technology and specialised equipment
- Access to a broad and balanced curriculum

9. Adapting the Curriculum and Learning Environment

We adapt the curriculum and learning environment by:

Making reasonable adjustments to ensure accessibility

Using assistive technology

Providing sensory-friendly spaces

Personalising learning materials

10. Expertise and Training of Staff

Our staff are trained and experienced in supporting SEND through:

Continuous Professional Development (CPD) programmes

Training sessions with external specialists including the Family Educational Psychologist, The communication and interaction team.

Weekly SENCO updates and workshops

11. Securing Equipment and Facilities

We ensure that students with SEND have access to necessary equipment and facilities, including:

ICT resources

Mobility aids

Sensory equipment

Accessible classrooms and facilities

12. Evaluating the Effectiveness of SEND Provision

We evaluate our SEND provision through:

Feedback from parents, pupils, and staff

Regular review of student progress and outcomes

Annual SEND audits and action plans

13. Enabling Pupils to Engage in Activities

We ensure inclusive participation in school activities by:

Providing necessary support and adjustments

Ensuring accessibility to extracurricular activities

Offering programmes

14. Supporting Pupils' Emotional and Social Development

We support pupils' emotional and social development through:

Counselling and mentoring programmes

Social skills groups

Peer support systems

Collaboration with external mental health services

15. Handling Complaints

Complaints about SEND provision should first be direct to Mr M MacGregor

The school complaints policy can be found on the school website

16. We work with various support services, including:

The Newark and Sherwood Family SENCo

Speech and Language Therapy

Educational Psychology

Occupational Therapy

Social Services

Paediatrics

17. Local Offer

Further details on the local offer for SEND services can be found at:

18. Contact Information

For more information, please contact:

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