



At Axe Valley Academy we are committed to working with all members of our community. This local offer has been produced with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of School	Axe Valley Academy
SENCO	Jon Scott
SEN Governor	Julie Paddick
Headteacher	Martin Brook
Contact details	01297 32146

Our approach to teaching young people with SEN

We are a mainstream 11-16 Academy committed to inclusive education for all students. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the Academy. We want every young person to achieve their very best to give them the best possible chances of being successful in adult life.

How we identify students with SEN

The Code of Practice (2014) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she.

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which required special educational provision to be made, they will be covered by the SEN definition.

When your child first comes to us we use information from:

- Primary school teachers, end of key stage 2 levels
- Base line testing and initial tests in year 7
- Parents/carers application form information
- Subject teachers
- Specialist colleagues, external agencies

If your child needs to be assessed we will use a range of assessments depending on the area of need. If it is thought a family needs support we have good working relationships with outside agencies and a referral can be made to them using the Right for Children process.

At Axe Valley 23.53% of our student body (2018-19) are on the SEN register with 2.86% qualifying for an Education, Health and Care Plan (EHCP)

The arrangements for assessing the progress of young people with SEN and involving parents and carers in the education of their children

We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy. We monitor progress of all learners, and our teachers and support staff continually assess students' progress to ensure that high quality learning is taking place.

The Academy will send home 4 reports each year which will show current and target levels, report on attitude to learning, homework and progress. The subject and Learning Support departments will monitor and review your child's levels and pick up on any subject where your child is not making the right amount of progress. We will then put an intervention in place. The next reporting point we will check whether the right progress has been made.

We give reports to the governors who check and review the work of the learning support department.

We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- Parents evening
- Point of Contact allocation
- Class Charts
- Email and telephone calls
- Appointments made with individual teachers
- Annual EHCP reviews (an Education Health Care Plan)

The Academy provides information for parents through:

- Newsletter
- Information on the website
- Open Evenings
- Annual Open morning
- Letters/Email home

How young people with SEN are involved in the planning of their own education

All young people on the SEN register will create a learning passport which details the best ways for teachers to meet their needs within the classroom setting. The views of young people are valued and they are encouraged to share them through student voice and person-centred reviews. This information is then shared with teachers/TAs on Class Charts.

What we do to support people with SEN

In the first instance work will be appropriately differentiated to meet the needs of the young people. If additional support is required, specific targeted interventions are delivered in Learning Support. These may include individual or small group literacy and numeracy programmes, individual or small group social and emotional development programmes or individual programmes to meet specific needs. In addition to this, there may be in-class support from a teaching assistant. All staff are trained to support young people with SEN. We have regular access to specialist services to support us in meeting the needs of young people with SEN at Axe Valley Academy such as Educational Psychology Service, Speech and Language team, Physical and Sensory service, CAMHS, Communication and Interaction team, Early Help team, Y Smart team, Devon Youth Service.

How young people with SEN are supported as they move between educational settings and are prepared for adult life

We have a thorough transition programme for students coming to us in Year 7. Our Head of Year, Pastoral Co-ordinator and Assistant SENCO ensures that we are aware of all students with SEN so that we can meet their needs effectively at Axe Valley Academy. The Academy works closely with local providers to support a smooth transition into Post-16 education. We ensure that all our records are passed on as soon as possible and information about your child is shared with new teachers. In Year 11 if your child has an EHCP they will meet with a Post-16 worker to create a plan for their Post-16 education.

What we do to adapt the learning environment to meet the needs of our students

Most areas of the Academy are accessible to all and if required we will adjust timetables to ensure that young people have full access to their curriculum. We ensure that equipment used is accessible to all students regardless of their needs. We provide support with homework every lunchtime and after school on Thursdays. Learning Support is accessible at break and lunchtime.

How we allocate our resources

Resources are allocated and managed by the SENCO and Assistant SENCO, who are supported by a skilled team of qualified and specialist teachers and teaching assistants. We use a graduated approach to supporting students, which involves early identification of need and rigorous assessment, implementation of intervention and effective tracking and monitoring of progress. The forms the 'assess, plan, do, review' cycle.

What we do to include young people in activities outside the classroom

We encourage and support the participation of young people in enrichment and other activities. There is a full range of extra-curricular activities available during lunchtimes or after school. Students are encouraged to take part in trips outside the Academy to enhance their learning and are supported by a teaching assistant where necessary.