



## Welcome to the SEND department at The Rural Enterprise Academy

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### SEND Support

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At The Rural Enterprise Academy our key values are Respect, Resilience, Kindness and Ambition. We are passionate about providing a truly **Ambitious** education for all our rural entrepreneurs. And for us, an **Ambitious** education means an extensive education, in a nurturing environment, to prepare young people for their future lives as well as develop interpersonal skills in preparation for adulthood and beyond.

Our SEND mission is incredibly important to us. Together, we will prepare SEND students to **achieve their full potential**, to become **Resilient and independent** individuals, and transform their futures.

We will ensure **inclusion is at the heart of our personalised and balanced curriculum**, delivered by **staff who are invested** in their responsibility towards providing the highest quality support. Together, in a **nurturing** environment where all students feel they belong, we will make **Ambition accessible for all**.

#### **SEND Vision:**

**T** – Teaching is adapted to meet **All** needs

**R** – Reaching potential academically and socially

**E** – Enrichment opportunities that are inclusive for All

**A** – Ambitious curriculum for a successful transition into adulthood.

At The Rural Enterprise our approach to teaching and learning is broken down into our waved approach. Staff deliver quality first teaching with a specific focus on adaptive teaching strategies; making reasonable adjustments in response to student needs. This means that a SEND focused approach in all classrooms allows a learning experience that is universal for all, beneficial to all and crucial for some.

We know that the transition to secondary school is an anxious time, however we pride ourselves on our relationship with our primary schools to ensure a smooth and timely transition is in place.

For those students that require additional support, the SEND team will work closely with your pupil's primary school to ensure the best provision for your child is shared. On arrival in year 7, your child will be allocated a 'SEND key worker' who will be your main point of contact for anything to do with your pupil's SEND needs. We welcome collaboration with parents and carers to ensure the provision is personalised and targeted, ensuring our students are at the heart of every decision that we make.



Mrs K. Fiddler  
SENCO

### September 2024 Information

The Rural Enterprise Academy currently has 250 pupils on role (September 2024)

There are currently 84 pupils on SEND register with a wide range of needs.

31 pupils (37 %) have a diagnosis or identification of need that requires low level targeted interventions, QFT and support planned by subject teachers.

38 (45%) pupils have a significant need that requires support over and above in class provision.

15 pupils have an EHCP (6%) twice the National Average, requiring extremely personalised support monitored by the Local Authority.

At the Academy **we do not diagnose**, observations, data and professional input will ensure the right pathway for the pupil is decided and **appropriate referrals** are made by the SENCO.

As part of the Teaching and Learning policy, **Universal Design for Learning (UDL)** is planned to fit the likely needs of **most learners** and better **reflect variability**. For example, larger clear fonts, less handouts, whiteboard working, less copying from the board and multisensory learning; to remain as inclusive as possible.

The academy's support for students is planned to **support the needs of our intake** and is **reviewed annually** to ensure that it continues to correctly identify the make-up of the student base.

**Every member of staff** within the academy has a responsibility to meet the needs of students with additional educational needs.

Important Dates:

Important Dates (2024-25)

Welcome to SEND: September 2024

APDR 1– Meetings to be held November 2024

APDR 2 – Meetings to be held March 2025

APDR 3- Meetings to be held June 2025



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## Identification of Need

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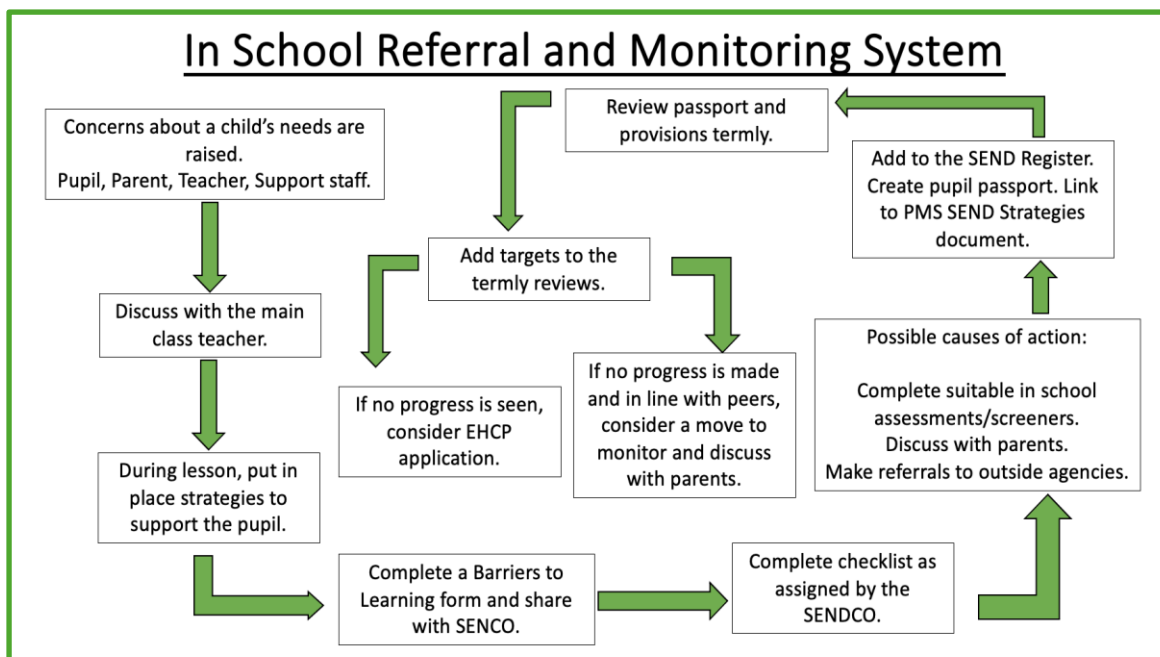
### How do we identify pupils or young people with SEND?

At The Rural Enterprise Academy, students who have been identified as having SEND at primary school will be monitored as they transfer to us as part of the transition process. The SENCO and Assistant SENCO /Mental Health and Well-being lead will liaise with primary schools to receive all the relevant information. This will include carrying out visits where appropriate, organising meetings with all primary transition leads as well as receiving all SEND files and information for all students beginning at the Academy. In addition, we also work with External agencies for students who already receive their support (e.g. Autism Inclusion Team, Hearing Inclusion Team and Vision Inclusion Team).

When EHCP students begin with us in Year 7, we will begin by obtaining all the EHCP information and will provide a programme of intervention based on the provisions outlined in 'section F'. Furthermore, when students arrive at the Academy, they will sit GL Assessments in English and Maths which assess pupils' knowledge, understanding and application in the core subjects as well as tracking their progress at individual and cohort level via baseline assessments in some curriculum subjects. The results of these tests, alongside our baseline assessments, will be used to determine whether additional intervention is needed.

Through quality first teaching, staff will ensure the graduated approach is used to identify student need (assess) and then provide appropriate support (plan/do) at subject level where they believe additional support is required. Where teaching professionals believe a student, despite quality first teaching and subject level support, still requires additional intervention, the SEN team will then complete further assessments.

Academic progress, reading baseline testing, staff feedback and student/parent voice will be requested to establish a pattern of need. Teaching staff are incredibly vigilant at identifying and raising concerns of a potential SEND need that is not currently identified. We recognise that a child needs additional SEND support when they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which: is significantly slower than that of their peers starting at the same baseline, fails to match or better the pupil's previous rate of progress, fails to close the attainment gap between the child and their peers, widens the attainment gap If students not meeting age-related expectations. The SEND team will identify any potential barriers to learning and plan strategies and intervention programmes that will aim to accelerate progress and close gaps in attainment.



Once students have been placed on our SEND register, they will be assigned a member of the learning support team as their key worker. Learning Support Mentors (LSMs) will then carry out a meeting with the student where a Assess Plan Do Review (APDR) will be created alongside a student passport. The APDR will outline a maximum of four strategies, that teaching staff must provide alongside the quality first teaching provided in lessons, as well as a maximum of four SMART targets that will link to the student’s area of need and will be designed to support the student in accessing the curriculum and all aspects of their school life.

### How can you raise any concerns that you may have?

Should you wish to contact the Academy regarding additional support for your child, you can email [SEND@ruralenterpriseacademy.com](mailto:SEND@ruralenterpriseacademy.com) . You can also ask to speak to Mrs Fiddler (SENCO), Mrs Cooper (Assistant SENCO) or Mrs. McVicar (Mental Health and Well-being Lead). Alternatively, you could also contact your pupil’s tutor or class teacher.

In addition, please utilise the support services for parents of pupils with SEND:

Staffordshire:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Wolverhampton:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Walsall:

<https://SEND.walsall.gov.uk/>

Shropshire:

<https://next.shropshire.gov.uk/the-SEND-local-offer/>

Telford and Wrekin:

<https://www.telfordSEND.org.uk/site/index.php>

You can find the Academy policies on our school website:

<https://www.ruralenterpriseacademy.com/attachments/download.asp?file=43&type=pdf>



#### How we support pupils and young people with SEND with or without an EHC plan and how we will modify teaching approaches to meet your child or young person's needs?

The code of practice recommends that the first response to support students with SEND is to **'provide them with the best teaching you can'**. At The Rural Enterprise Academy, we have developed a waved approach: Wave 1 – Quality First Teaching (universal for all), Wave 2 – Targeted Support (beneficial for some) and Wave 3 – Personalised Intervention (crucial support). Through our whole school Adaptive Teaching CPD programme we address Wave 1 support and our universal offer.

As part of our 'Wave 1 Provision' all classroom-based professionals ensure that specific classroom strategies, used to support students with SEND, derive not only from their understanding of the whole child but through their pupil passport. Pupil Passports are a resource at the Academy that all teaching and learning support professionals will have for all classes they teach; they outline students identified with an additional need and provide clear, personalised provision of how staff can support students with SEND in the classroom.

Our 'Wave 2 Provision' focuses on our holistic approach to supporting pupils with SEND. This is outlined through our extensive intervention programme which consists of provisions such as: mentoring, reading intervention, social skills, 1-1/group sessions, Maths, English, Transcriptional Writing, TFTF and ELSA. Such provisions are designed around the individual child and will be provided following an assessment of the pupil's need.

Our 'Wave 3 Provision' focuses on our external agencies such as: Autism Inclusion Team for EHCP support, Visual Inclusion Team, Hearing Inclusion Team, Educational Psychologist and other relevant external teams.

#### How we plan the support and when ask for your involvement in planning for your child or young person's education?

Support is planned through the **graduated approach**. Using the assess, plan, do, review profile we are looking at the needs of the child and how well they respond to the support in place before moving onto the next phase. This could be both a reduction or an increase in support depending on the review stage. This process is communicated to parents/carers via several ways, most often through email and telephone.

**Three times per year** parents/carers will be invited to a SEND parental meeting with the student's key worker to address any concerns and to review strategies and targets to support the student to access the curriculum and wider school life. It is important that parents/carers as well as the students themselves are involved in the process.



Furthermore, any information from external specialists will be shared with parents to ensure open and transparent communication. For students with an EHC plan parents will be invited at least once per year to complete the pupil's annual review.

### What additional learning support is available?

At The Rural Enterprise Academy, the learning support mentor team is based in the progress room. This is an inclusive area in the main school building where we can offer support to our young people. Interventions take place including Maths, English, Transcriptional Writing, Reading Intervention and specific learning screeners. The progress room is also a safe, quieter space for our students to go when they need it throughout the school day as well as at break and lunch time.

### How the curriculum and learning environment is matched to your child or young person's needs?

At The Rural Enterprise Academy our approach to teaching and learning is broken down into our waded approach. Staff deliver quality first teaching with a specific focus on adaptive teaching strategies. The code of practice outlines that good teaching for pupils with SEND is **good teaching for all** and this approach, whilst **universal for all**, highlights the need for beneficial **to some** and more importantly **crucial for others**.

Teaching professionals are **supported with CPD** throughout the year that not only supplies them with SEND specific strategies to support in the classroom but also provides regular updates regarding key information about specific students.

The SEND department is led by Mrs Fiddler (SENCO), Mrs Cooper (Assistant SENCO) and Mrs McVicar (Mental Health and Well-being Leader). The team provides a variety of interventions that include in class support, small group teaching, personalised curriculum and 1:1 mentoring. We also have access to qualified assessors who carry out testing for exam access arrangements.

### What provision do we offer to facilitate access to the curriculum and to develop independent learning?

Where possible we will always look to make **reasonable adjustments** to ensure all students with SEND are able to access the curriculum. This includes but is not exhaustive to provisions such as: laptops, reading pens, extra time, sensory management strategies such as **fidget toys and circuits, grounding passes and access to our progress room when needed**. Furthermore, for young people with social, emotional and mental health needs, we have support from Mrs McVicar, (Mental Health and Well-being Leader) for **ELSA and TFTF** Mentoring (external provider). The Academy also works very closely with several external agencies including **Autism Inclusion Team, Visual Inclusion Team, Hearing Inclusion Team, Educational Psychologist and CAMHS**.



## SEN INFORMATION REPORT

### Area of need: Communication and Interaction

| <u>Wave 1</u>                        | <u>Wave 2</u>                                     | <u>Wave 3</u>                  |
|--------------------------------------|---|--------------------------------|
| Social Stories                       | Use of ICT  | Small group work or 1:1        |
| Use of writing frames                | In class support – speech and language            | Exam Access Arrangements KS4   |
| In class targeted teacher support    | Peer mentoring                                    | EP Advice or External Provider |
| Modelling: I Do, We Do, You Do       | Extra sessions in underperforming subjects at KS4 | CAHMS clinic / intervention    |
| Multisensory Strategies              | TFTF  | AIT support                    |
| Use of symbols / icons / Dual coding |   |                                |
| Structured routines                  |   |                                |
| Revision classes                     |   |                                |
| Guided option choices                |   |                                |
| Extra thinking time                  |   |                                |

### Area of need: Cognition and Learning

| <u>Wave 1</u>                       | <u>Wave 2</u>                 | <u>Wave 3</u>                  |
|-------------------------------------|-------------------------------|--------------------------------|
| Differentiated curriculum planning  | Lexonix Reading Intervention  | Small group work or 1:1        |
| Use of writing frames               | Numeracy Intervention         | Exam Access Arrangements KS4   |
| Chunking                            | Booster lessons               | EP Advice or External Provider |
| Modelling: I Do, We Do, You Do      | In class support              | EHCP Application               |
| Multisensory Strategies             | Personalised timetable KS4    | AIT support                    |
| Access to ICT                       | Guided reading within lessons |                                |
| Modified curriculum pathways        | TFTF                          |                                |
| Revision classes                    |                               |                                |
| Guided option choices               |                               |                                |
| Prompting                           |                               |                                |
| Pre-teaching                        |                               |                                |
| Tier 2 / 3 Vocabulary close the gap |                               |                                |

### Area of need: Social Emotional and Mental Health

| <u>Wave 1</u>                     | <u>Wave 2</u>                          | <u>Wave 3</u>                          |
|-----------------------------------|--|--|
| Whole school restorative practice | In class support: wellbeing specialism | 1:1 support                            |
| Whole school rewards              | Personalised timetable KS4             | Exam Access Arrangements KS4           |
| Chunking                          | Small group work                       | EP Advice or External Provider         |
| Lunchtime club                    | Mentor support                         | AIT Support EHCP                       |
| Multisensory Strategies           | Life Skills                            | Educational Mental Health Practitioner |
| Progress Room Pass                | Bereavement groups                     |  |
| Modelling positive behaviour      | TFTF                                   |  |
|                                   | ELSA                                   |  |

### Area of need: Sensory and Physical

| <u>Wave 1</u>                  | <u>Wave 2</u>                              | <u>Wave 3</u>                             |
|--------------------------------|--|---|
| Flexible teaching              | Additional keyboard training               | 1:1 support during practical subjects     |
| Staff awareness of impairment  | Additional transcriptional writing support | Exam Access Arrangements KS4              |
| Adapted resources in classroom | In class support                           | Occupational Therapy Advice               |
| Access to ICT                  |  | Sensory Circuit programme                 |
| Use of the lift                |  | Advice from EP or other external agencies |





### What additional learning support is available?

If additional support is required, then interventions may be provided to support students in their core skills such as literacy and maths. It may be that subject-specific intervention sessions are provided by teaching staff at specific times throughout the year. We also offer mentoring sessions, social skills groups as well as Transactional Writing. In the spring term of Year 9, students will select their options ready for their transition into Key Stage 4. Our curriculum offer is **Ambitious** for all students, regardless of SEND need.

### Who oversees and plans the education programme?

The curriculum is developed by Subject Teachers and overseen by the SENCO Leadership Team and Curriculum Leaders. In learning support, the education programmes are personalised based on the needs of the students to make sure that it targets specific areas of difficulty.

### What arrangements are made for reasonable adjustments in the curriculum and how do we support to the pupil during exams?

To ensure that students are used to their normal way of working by the time they sit their exams in Year 11, the Student Support Team alongside teaching professionals gather evidence ready for exam access arrangement testing. Information is gathered from teaching professionals for students at the end of Year 9, this is then used to test students at the start of Year 10 to ensure access arrangements are formally in place for their two-year GCSE. Based on the results of the assessor, access arrangements include adjustments such as extra time, scribe, reader, prompt, separate room & modifications of exam papers for students with a visual impairment.

### Where can I find information on the courses, qualifications and subjects that are available within the Academy?

[Our Curriculum](#)

### How is our budget for SEND allocated and managed?

The SENCO in conjunction with the Senior Leadership Team & Finance Manager manages the budget for SEND.

### How do we secure additional funding for a pupil?

If appropriate, an Education, Health and Care plan application would be submitted on a case-by-case basis. Other funding may be sought via the SEND and Inclusion hub or the Virtual School for any Looked After Child.





### How does our setting further meet need?

As the code of practice outlines “**every teacher is a teacher of SEND**”. Teaching professionals receive regular updates, training and professional development to enable them to meet the needs of students in the classroom. Academy staff will make reasonable adjustments to meet the needs of students with SEND and will use the graduated approach to assess the students individual need, plan an appropriate intervention and review the impact of the provisions put in place.

### How does our setting further meet need?

All learners remain at the heart of our school improvement plans as we **aim to spark creativity and ambition**. At The Rural Enterprise Academy, all staff are required to complete **annual safeguarding and health and safety training** along with policy reading. Specific SEND training is also regularly scheduled to ensure staff knowledge, skill set, and approaches are enhanced and where appropriate externally accredited. We work closely with a range of outside agencies who both support our professional learning development and help us to quality assure our practice and procedures. In school we assess whether a young person has a special educational need or disability in different ways. We also monitor and quality assure our inclusive teaching practice throughout the year.

- Observations and learning walks
- Subject reviews
- Teacher feedback
- School based test results
- Information from parents / carers
- Information from the young person
- Specialist assessments carried out by outside agencies in collaboration with the school (with parent/carer consent)
- Transition information

### How is the decision made about what the type of support your child or young person will receive?

The decision-making process is based on a range of information including but not limited to data (assessment and internal testing), teacher comments and feedback, parent conversations and information from the student.

Decisions are based on the needs of the child including their academic ability and consideration given to their social, emotional and mental health needs.



### Who will make the decision and on what basis?

The Learning Support Mentors, led by the SENCO in conjunction with the Senior Leadership Team, & Pastoral Support Managers.

### Who else is involved?

It is important that parents/carers as well as students are involved in the decision-making process. Additionally, teaching professionals as well as external agencies may be involved.

### How will the parent carer be involved?

Parents and carers are involved from the very beginning to ensure they are fully informed of any concerns at each stage of the process. For students at the Academy this includes regular communication throughout the year to update on testing results as well as any concerns that may have arisen. This will be through a variety of channels including through the Student Support Mentors, class teachers, tutors as well as the Pastoral Team. Additionally, students on our SEND register receive three meetings per year that will be used to review the current provision that has been put in place. This includes feedback from teaching professionals as well as a meeting led by the learning support key staff member where personalised wave 2 strategies will be updated as well as new targets set to ensure they are able to access the curriculum as well as all aspects of their school journey. This will be communicated with all professionals that work with the students both in and out of lessons.

### What resources are available?

Students that require additional equipment such as radio aids, specialised VI equipment such as technology and resources as well as noise cancellers will be supported in accessing such resources to ensure access to the curriculum. Professionals at the Academy will be provided with any necessary training to ensure the provision is available to a high standard. Additionally, resources such as paper enlargements and modifications, Sensory toys, word processors and reading pens can be made available to support students if needed.

### What is the process to secure these resources?

The Learning Support Mentors will work with external services to provide up to date and relevant programmes/resources to support students accessing the curriculum. This includes HI and VI teams who work with the Academy to provide specialist support.



### How will you know how your child or young person is doing? How do we assess your child's progress?

Our curriculum is sequenced effectively, with end of year milestones in all subjects. Curriculum assessments evaluate whether students are maintaining pace with the curriculum and all subjects have fundamental elements that are delivered consistently across the Academy via our teaching and learning strategy and our approach to assessment. Assessment, in the form of summative assessment and frequent assessment for learning during lessons, ensures that teachers effectively judge whether students are maintaining pace with curriculum delivery and respond accordingly where misconceptions are identified. Our silent apply phase strategy means that, following an assessment, our students use curriculum time to address key misconceptions before continuing with the scheme of learning.

Target setting in KS3 results in each student having an emerging, secure or developing grade in each assessment. Curriculum Leaders oversee the end of Year targets in Y7-9 leading to GCSE target grades in Y10. Students in Years 7-11 have their reading age tracked and reported home, in line with the assessment calendar, and this reading age data is analysed with intervention put in place accordingly. Information is also shared with families on how they can support reading

### How often will my child's progress be reviewed, and how will this be done?

Progress is routinely monitored throughout the academic year where teaching professionals routinely assess the needs of students and adapt their lessons accordingly. This responsive teaching method is designed around our 'adaptive teaching' approach where teachers activate prior knowledge and address misconceptions, whilst checking the understanding of students and adapting in the moment, as necessary. Formally, parents will receive three progress reports, during the academic year. This will outline where the student has achieved or exceeded their target in all subjects. In subjects where the minimum target has not been met, the teacher will decide on the intervention strategy that will be put in place to ensure that the students are back on track at the next assessment point. Additionally, as mentioned above, there will be three APDR parent meetings throughout the academic year where parents will be invited to review the progress made and what their personalised provision will look like moving forwards. Any decisions made in the meetings will be communicated with teaching professionals and other Academy staff to ensure the best support and provision is provided. Behaviour and attendance are also discussed at this time.



### **What opportunities will there be for me to discuss progress with the staff, or to be involved in review processes?**

Yearly, whole school parent's evenings are available to discuss progress as well as the three scheduled SEND specific APDR parent evenings but your child's teacher, tutor, pastoral support as well as the Learning Support Department will be happy to discuss progress if you are concerned.

### **What opportunities will there be for regular contact about things that have happened at the school?**

Communication between the Learning Support Mentors and parents is open and transparent. We will speak to parents if any concerns about their child are raised, and we will seek permission before referrals to any external specialists. Where appropriate we work with specialist support services to ensure that students get the support they need. Any adjustments that need to be incorporated into the school day or curriculum will be considered and implemented.

### **How will you help me to support their learning?**

Supporting your child at home is vitally important to aid them in their school journey. You can do this by checking Class Charts for any homework and support them in meeting deadlines. Where detentions may have been set, this will enable you to have supportive conversations to outline what the barriers are. Talking to your child about their school day including asking about what they have liked learning about may improve their engagement and confidence as well as encouraging reading as this will support your child's understanding of the world and vocabulary. Please report any concerns raised at home.

### **How do we consult with and involve pupils and young people with SEND in planning and reviewing their education?**

In addition to the three APDR parent meetings, students with EHCP plans are invited to attend their annual reviews to ensure that they are part of planning and reviewing their education.

### **How do we assess and evaluate the effectiveness of provision for pupils and young people with SEND?**

The Assess, Plan, Do and Review model is used to help us identify progress and, if needed, where further support might be needed. Students are involved in this process through deciding on targets and contributing to the strategies that staff can use to support them with accessing the curriculum



### Safety and Well-being

#### How do you ensure that my child or young person stays safe outside of the classroom?

Students have the option to access student support and learning support at the beginning of the school day, during break and lunch times and at the end of the school day. **The Progress Room** is staffed all day from 8:45am until 15:30pm and students can use this whenever they feel additional support is needed as part of our **universal offer**. The learning support mentors, as well as being on duty in the Progress Room at break and lunch time, are also on duty around the Academy to provide a familiar face.

There are many extra-curricular opportunities for students that run at lunchtimes and spaces can be offered during break time and lunch time if needed. Students are supervised during PE lessons and reasonable adjustments made where necessary with regards to the preparation and participation of PE lessons.

Detailed and appropriate risk assessments are undertaken in preparation for school visits with learning support assistants being used as additional staff members when this is required. Additional risk assessments will be completed on a need-by-need basis to ensure all students can access the Academy to feel fully involved in the day to day running of the Academy.

Furthermore, as part of our Personal Development Curriculum, students have **safeguarding assemblies** to inform them how to be safe and how to keep themselves and others safe (online and in the non-digital world). This also includes **safeguarding in Personal Development** lessons as well as age-appropriate sex and relationships education lessons. **Likewise, students are also given the option of** attending breakfast club before school as well as the **Progress Room during social time**. Staff CPD and briefings also provide all professionals with up-to-date information on safeguarding, SEND and pastoral support.

#### What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

We organise our Academy on a year group basis. **Tutors are the first point of contact** for pastoral support. From Y11 pupils are moved into year group tutor groups where they receive personalised provision based on their specific needs throughout the Academic year. We have a zero tolerance for bullying and our policy for this can be found at:

[Safeguarding Policy](#)  
[Behaviour Policy](#)



### How do we help pupils and young people to make friends?

As part of our intervention programme, we offer a **social skills and life skills intervention** where students are given the necessary skills to work with other students and are guided on appropriate responses to a variety of social situations. In addition, we also provide 1-1 mentoring that is catered to need and specific to supporting the student in developing positive relationships with their peers.

### How will we manage your child or young person's medicine or personal care needs?

Any medicine held in school for a pupil must be **signed in at Reception** by a parent/guardian. These medications are kept in a safe secure place. All medication issued is recorded by members of staff. Where students have a keyworker, they can access personal support, and we will make reasonable adjustments to help them throughout the school day. **Toilet passes are only issued with medical evidence.**

### What would we do in the case of a medical emergency?

All first aiders are trained for medical emergencies, including issuing first aid or accessing emergency services. First aiders are aware of all high-profile medical students and training is regularly kept up to date.

How does the school support young people who have to take time off for medical appointments?

The school will consult with parents/guardians about the student's individual needs as well as medical professional's as and when required. Where work is required, this will be e-mailed to the students account and regular check-ins made.

### How do we work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Care plans are created on an **individual basis**. Communication will be made with parent/guardian's face to face, over the phone and via e-mail to ensure an open line of communication. Care plans are revisited each year unless the parent contacts sooner for any amendments. Medical professions may also be consulted in the process to ensure we have all the information required. Copies of care plans are e-mailed to relevant staff and then the care plan is added to the centre system for all staff to access in case there is a change in teacher at some point during the year.



### What support is there for behaviour, avoiding exclusions and increasing attendance?

The Academy have **Pastoral Support Mentors**. Their role, supported by the Assistant Head Teacher for Pastoral Support, the Learning Support Team, (supported by SENCO), is to support all students at the Academy to **make the best choices** and follow our Academy rules: be **ready and be respectful**.

This is further supported by the **well-being provision**. Staff will ensure reasonable adjustments are made, where necessary, to support students with their behaviour, avoiding exclusions and increasing attendance. Students are **explicitly taught a behaviour curriculum** through their weekly pastoral update which provides contextual support and guidance on how to successfully adhere to the Academy rules. This is further supported by a multi-layered approach to ensure that all students are kept safe, and behaviour concerns are dealt with effectively and efficiently. Such interventions include Team Around the Student meetings, **Restorative Justice conversations between staff and students**, **Child in Need meetings and behaviour coaching**.

Furthermore, the Academy seeks **expert advice and training through external CPD providers** as well as Local Authority support for those students who are a serious cause for concern. All behaviour incidents and concerns are thoroughly analysed to identify repeat offenders and target the necessary support where needed. Our attendance and engagement manager works incredibly hard to support all students with attendance and where appropriate will work with external agencies to support the young people in our setting.

### How do we support pupils who are looked after by the local authority and have SEND?

Students have an **allocated non-teaching member of staff** (Learning Support Mentor). Mrs Fiddler (SENCO) is the Designated Looked After child Teacher and leads in supporting the pupils. Foster carers of pupils who are looked after by the local authority can communicate formally with the SENCO termly via the child's PEP meeting along with informally via a combination of phone, email and in-person contact as and when required.





### Who is involved in my child's education?

Whilst at The Rural Enterprise Academy, your child will be involved with and taught by: Subject Specific Teachers, Form Tutor, whom they will see once a day and will be the first point of contact at school. Further, there is Learning Support Team, Student Pastoral Team, Senior Leadership who are there to ensure that the learning matches the needs of all the pupils in the classroom through providing quality first teaching. Teaching will celebrate progress and achievement as well as supporting young people who may need additional help.

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- SEND information is shared through the following channels:
- SEND Register
- Individual APDR's
- Pupil Passport
- SEND Updates weekly
- SEND Bitesize
- Email communication/staff briefings/face to face conversations for key updates and messages

### What expertise do you have in relation to SEND?

All professionals have an awareness of SEND, and we are working to increase the knowledge of staff through regular CPD opportunities to ensure the best provision is in place for our students.

We review the needs of staff and incorporate these in our training and development plans. Within the team itself, the SENCO is currently completing the NPQSENCO. There are currently 13 Learning Support Mentors at the Academy with a range of strengths and training.



### Which other services do we access to provide for and support pupils and students with SEND?

At the Academy, we work with the following services:

- Autism Inclusion Team – available for any child with a confirmed diagnosis of Autism Spectrum Condition.
- Behaviour Support Team – school refer to this support service for pupils experiencing Behavioural difficulties.
- Educational Psychologist
- TFTF
- Trauma Mentors
- Visual Inclusion Team – a referral is made to VI if a child has a severe diagnosed visual issue.
- Hearing Inclusion Team – a referral is made to HI if a child has significant hearing issues or hearing loss.
- Local Support Team – a referral can be made to the LST for family support where parents are experiencing difficulties in the home.
- Social Services/ First response team
- CAMHS – a referral can be made to CAMHS to support a child with underlying issues such as anxiety or mental health issues.
- School nurse/paediatricians – both are available for pupils who may need medical support.
- Action for pupils – a referral can be made for practical and emotional care and support.
- NSPCC – Building Connections; empowering them to find a way through loneliness.

### Who would be my first point of contact if I want to discuss something?

If you have any concerns about your child, your first point of contact would be their form tutor. Following this, should you have a specific subject concern you would then need to contact your child's subject teacher. You may do this by emailing [enquiries@ruralenterpriseacademy.com](mailto:enquiries@ruralenterpriseacademy.com)

### Who is the SEND Lead and how can I contact them?

Mrs Karen Fiddler - SENCO: [SEN@ruralenterpriseacademy.com](mailto:SEN@ruralenterpriseacademy.com)

### What roles do our governors have?

The Rural Enterprise Academy SEND Governor is Angus Lennon.



## SEN INFORMATION REPORT

All governing boards have legal duties under the Pupils and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND). Governing boards' duties include:

- Using your best endeavours to make sure pupils with SEND get the support they need
- Making sure pupils with SEND engage in activities alongside pupils who don't have SEND
- Making sure there's a designated qualified teacher responsible for co-ordinating SEND provision (the SENCO)
- Informing parents when the school is making special educational provision for a child
- Publishing information on the school website about the implementation of your board's policy for pupils with SEND (the SEND Information Report)
- Making sure there are arrangements in place in school to support pupils with medical conditions
- Co-operating with the local authority in reviewing the provision that is available locally and developing the local offer
- Paying extra attention to safeguarding and making sure our child protection policy reflects the challenges that pupils with SEND can face
- Monitor and report on all aspects of SEND provision and the progress of pupils with SEND
- Make sure the board is up to date on issues related to SEND and that it considers SEND in any budget discussions
- Make sure your school is making reasonable adjustments in line with the Equality Act 2010
- Confirm your school has appointed a SENCO and they've received appropriate training
- Meet regularly with the SENCO to discuss SEND provision, budget and resources

### How will my child/young person be able to contribute his or her views?

All students can contribute their views/suggestions to student voice once a term through our student voice model and school council.

Representatives include SEND students. Students are routinely questioned through pupil-based surveys, as well as weekly check-ins with tutor.

### How will the school support my child/young person to do this?

It is discussed with staff as part of tutor time with confident representatives sharing their views via election. Tutors identify students who need bespoke support with additional support to articulate their views.



### **How do we support pupils and young people with SEND in making their ambitions known?**

Students with an EHCP will have additional support when accessing careers provision such as careers interviews with our Career Advisor. Furthermore, as part of our 3 yearly APDR parent events, students can discuss their aspirations for the future.

### **Do we have any student focus groups, councils or forums within the setting?**

We have a Student Council.

### **What opportunities are there for parents to become involved in the school?**

The following is an opportunity for parents to become involved: -  
Parents Evenings - Parent Surveys - Parent Forum - Parent Governors.

### **What help and support is available for my family through the setting?**

When appropriate, we would look to support parents with completing referrals for external agencies. We would always support parents through what can be difficult referral systems. This would be a member of staff that families feel comfortable with.

### **How accessible is the setting's environment?**

The Academy is a split-level site, making it partly accessible to all. There is disabled access into different parts of the building and there is access around the whole of the outside of the building for a wheelchair. This Progress Room is always staffed throughout the school day with a Learning Support Mentors as well as the SEN room which has been designed to support Sensory needs. Reasonable adjustments can be made to support students with sensory needs as well as individual strategies to help students in different environments.

[Accessibility Plan](#)

### **What forms of communication does the setting use to ensure inclusivity?**

All communication at the Academy is in English however translations will be made available wherever needed

### **How will we prepare and support your child or young person to join our setting and for adult life?**

We work closely with primary schools once places are confirmed, with additional visits arranged as recommended by the departing school. These take place before our usual



## SEN INFORMATION REPORT

induction day experiences for all students. Part of the work involves visits to local primary schools and parental meetings, where students are informed about what will happen when they join the Academy in September. We also offer work experience for students both in Y10, working closely with Entrust. All students receive a careers interview during Y11, as well as earlier interviews for students in receipt of an EHCP. For all Year 7, mid-year transfers and students moving on to post 16 provisions, there is sharing of information prior to enrolment as part of the transition process.

### **What can I do if I am not happy with a decision or what is happening?**

If, in the first instance, you are not happy with the SEND provision being provided for your child, please contact the Academy SENCO, Mrs. Fiddler, ([sen@ruralenterpriseacademy.com](mailto:sen@ruralenterpriseacademy.com)) to discuss this further. Additionally, you can also raise concerns through a member of the Senior Leadership Team, class teacher or a member of the Student Support Team or SEND Team.