



Thinking Schools Academy Trust

“Transforming Life Chances”

The Victory Academy



SEND Information Report



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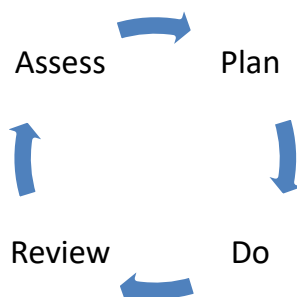
Local Offer Contribution:

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

- Information is collated from all teaching staff who teach students with SEND status
- Information is collated from form tutors and pastoral team responsible for the students with SEND status
- Current rate of progress for all subjects acquired
- Information from parents of students with SEND status sought
- Information from students with SEND status sought– what is working well / what needs to be done differently

- Any outside specialist assessments requested where appropriate (i.e. Educational Psychology, CAMHS, Behaviour Support Service, Speech and Language, Marlborough Outreach Team)
- Current Provision Map for all students with SEND status reviewed – what has been tried already and what was the impact of this intervention?

Plan:

- Using the information acquired decisions are then made regarding whether the provision in place needs to be adapted to allow the student to make better progress/achieve their full potential
- Parents formally notified of SEN support to be provided. Parents and students consulted on any adjustments, interventions and support to be put in place
- All staff working with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required
- Planning is put in place at this stage will be until the next APDR cycle
- Planning is recorded formally on an APDR form
- Changes are reported on the SEND register and students provision maps by SENCO/Assistant SENCO

Do:

- All of the planning is now in place and being actioned on a daily basis by teaching staff and LSAs
- Teachers informed of updates/changes on the SEND register and provision map by SENCO/Assistant SENCO

Review:

- The effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date.
- The impact of the APDR process will be formally reviewed in terms 2, 4 and 6 but grades for all students with SEND status are reviewed informally by the SENCO/Assistant SENCO on a termly basis.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. Where the needs of a student are more complex and they require support from an external agency / provider the school will endeavour to obtain this support. The Victory Academy will involve parents and students at all stages of the decision-making process for external agency support. The affordability of this provision is monitored by the SENCO; all provision for all SEND students is logged and costed on the SEND provision map which is updated after each APDR round.

SEND needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Marlborough Outreach Specialist Autism Service
Peer Life Skills
Self-esteem groups
The Lighthouse – Year 7 SEND provision
Rainbows loss group
The Bay-Intervention programme provision
The Dockyard- Drop in provision (e.g., safeguarding and attendance)
Drawing and Talking
Art Talk
Lego Therapy
Resilience
Healthy Relationships
Peer Mentors

2. Cognition and Learning

Touch typing programme
Handwriting
Numeracy
Literacy
Career Pathways
The Lighthouse – Year 7 SEND learning provision
The Dockyard – Drop in provision (e.g., safeguarding and attendance)
The Bay – The Bay-Intervention programme provision

3. Social, Emotional and Mental Health

Rainbows loss group
Outdoor Learning
Alumina Self Harm Group
Anchorage Therapeutic Counselling
Anger management
Education Mental Health Practitioners
'Go-to-Person'
Lego Therapy
Peer Life Skills
Morning check ins
Unique Minds Counselling
The Lighthouse – Year 7 SEND learning provision
The Dockyard – Drop in provision (e.g., safeguarding and attendance)
The Bay – The Bay-Intervention programme provision
Self Esteem
Drawing and Talking
Art Talk
Resilience
Healthy Relationships
Anxiety
Self-Care
Child In Care Mentor

Pastoral Mentor
School Nurse

4. Sensory and/or Physical Needs
Handwriting programme
Laptops for students
Self-Care
School Nurse

(Reference: SEND Policy September 2024)

As of September 2024, we have 175 (16.7%) children or young people receiving some form of SEND Support in Year 7-11 and 15 (16.5%) in 6th Form.

We have internal processes for monitoring quality of provision and assessment of need. These include our SEND referral form and Assess, Plan, Do and review and a termly data analysis for all SEND students.

SEND Provision

Our approach to identification and assessment of special educational needs is set out in our SEN Policy <http://www.thevictoryacademy.org.uk/79/academy-policies> .The policy sets out our approach to:

- identify and provide for students who have special educational needs and additional needs.
- work within the guidance provided in the SEND Code of Practice, 2014.
- operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
- provide support and advice for all staff working with special educational needs students.

Arrangements for assessing and reviewing the progress of students with SEND

Every student in the school has their academic progress tracked. In addition to this, students with special educational needs may have more frequent assessments of their progress to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN Individual Educational Plan (IEP) and Individual Provision Map will be reviewed and adjusted.

The Victory Academy approach to teaching students with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEND Code of Practice (2014, 6.37)

The Victory Academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEND funding’.

How The Victory Academy adapts the curriculum and learning environment for students with SEND

At The Victory Academy, we follow the advice from Medway LEA on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described and Education, Health and Care Plans.

Additional support for learning that is available to students with SEND at The Victory Academy

As part of our budget, we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (Medway Schools Funding Forum is currently developing a system).

How The Victory Academy enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at The Victory Academy are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

Support that is available for improving the emotional, mental and social development of students with SEND

At The Victory Academy, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance Victory Citizenship and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following: mentor time with a member of senior leadership team; external referral to NEFLT; referral to Anchorage Therapeutic Counselling; 'go-to-person'; SULP; Anger Management; The Lighthouse; The Dockyard and The Bay.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through the SENCO and Assistant SENCO being available for all Parents Evenings, review of student's school-based plans where applicable and annual reviews of EHCP students, which, wherever possible will also include external agencies involved with the student. All such provision will be recorded, tracked and evaluated on a Provision Map which parents will have access to.

All parents of students at The Victory Academy are invited to discuss the progress of their children once a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times.

There are external support services available for parents of children with SEND.

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENCO. Our SENCO is Mrs Andrea Clarkson who can be contacted at the school by phone: 03333 602140 or by email: andrea.clarkson@victoryacademy.tsat.uk or our Assistant SENCO Miss Emma Johnson: emma.johnson@victoryacademy.tsat.uk

We are committed to developing the ongoing expertise of our staff. This year, we have put in additional training into quality first teaching by ensuring whole-school CPD on thinking skills, differentiation, student feedback and SEND.

In addition, the teaching staff have attended specific training on SEND support and the new SEND Code of Practice. Individual members of staff have had specialist training in Emotional First Aid, Reading Programmes, Social Use of Language Programme, Anger Management and Therapeutic Counselling. Further training and development needs are identified and implemented as necessary.

Where a training need is identified beyond staff within the Academy we will find a provider who is able to deliver it. Training providers we can approach are; Marlborough Autism Outreach Team, Educational Psychologist, Speech and Language therapist, Occupational therapists, dyslexia specialists and Behaviour specialists. The cost of training is covered by the notional SEND funding.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Learning Support Assistants are allocated as Keyworkers to EHCP students and targeted school support students.

School Partnerships and Transitions

The School works with a number of external partners including CAHMS, Occupational Therapy, Educational Psychologist, AAP, Exam Concessions testing, School Nurse, Hearing Impairment Service, Speech & Language Therapist, Medway Inclusions, Schools Support Group (SSG) and Marlborough Outreach Team

Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support

The School works closely with the local authority, which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at:

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 42 children and young people with special educational needs or disabilities and we have supported Year 11 students and 6th Form young people transition to the next phase in education or employment.

Our approach involved closely monitoring children and young people's destination data by ensuring all relevant information is shared with the next education setting to support their onward destination.

Complaints

The normal arrangements for the treatment of complaints at The Victory Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, the SENCO, the Head of Year or the Principal to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

Relevant school policies underpinning this SEN Information Report include:

- Teaching & Learning Policy
- Behaviour Policy
- Medical Policy
- Admissions Policy

- Safeguarding Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 0-25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards 2012

Date presented to/approved by Governing Body:

Date of next review: September 2025