

SEND Information Report

Parent Question or Concern	Athena's Response
Our Approach How do we identify SEN and assess needs? What should I do if I am concerned about my child's development?	Pupils that attend Athena School already have an Education, Health and Care Plan, which identifies their needs in terms of predominant and broad areas. Most pupils at Athena have the predominant need of SEMH. Any further academic needs are identified through teacher assessment (three times a year). Any other needs are identified through observing any changes the pupil may present and consider which possible support would result in the best outcome. If you are worried in any way about your child's progress or development, your first point of contact would be your child's teacher. If you continue to be concerned, we can arrange a meeting within school with the most appropriate staff member who would be able to support you and your child.
Teaching and Learning What is our approach to teaching and learning at Athena? How do you adapt the curriculum and environment for pupils with SEND?	Athena school is quite different to mainstream schools in terms of the environment. Pupils are taught in classes of ten, with a teacher and two teaching assistants. Class groups are considered carefully, and are organised in terms of academic ability, emotional development. We also look at the needs of the pupils in terms of relationships with other pupils and staff. In Key Stage 3, pupils are taught through the REAL Project, which links their learning to real life experiences. We find that this approach is easily accessible to pupils with SEND and they respond well to learning. Lessons are adapted to pupil levels which make learning accessible to all. Your child's teacher will know your child well and be able to use the right strategy to help learning. In Key Stage 4, pupils continue within nurture groups but will be taught by specialist teachers in most subjects. They do not follow the REAL curriculum; instead, they focus on qualifications such as GCSEs, BTEC, Functional Skills and Entry Levels, depending on their needs and ability. Despite not following the REAL projects, lessons continue to be engaging and suited well to pupils.

	We pride ourselves on providing a safe environment, which is immersive and engaging. The smaller class sizes are conducive to learning and accessing support.
Reviews How do you assess and review progress of my child? How am I involved in reviews? How do I know my child is making progress?	The class teacher will assess your child three times a year and ensure that they are on track to meet their academic targets. It is at these points that if needed, we will plan interventions for your child if we feel they would be beneficial. For your child's SEMH development, their class teacher completes a Boxall Profile twice a year and this helps us to identify where your child is along the scale of development in this area. From this, two targets are chosen and your child will work on these each day through enrichment. Your child's class team will keep evidence of their progress and you can speak to your class teacher at any point to get an update on progress. Each year, you will get two written reports and will be invited into school to an open afternoon. In addition to this, you will be invited to your child's annual review of their Education, Health and Care Plan. During this, you will be able to discuss the details of their plan and you will be able to see how they are making progress towards their outcomes.
Pupil Views How does my child share their views at Athena?	We try to build a positive relationship with your child, so they feel comfortable to share their views about anything with us. We seek their views for many different reasons. They can share them in a way that they find easiest. This could simply be a chat with a person they trust, or they can write it down or draw a picture. Athena's school council meet regularly, and part of their job is to seek the views of their peers on a variety of things. They would do this in different ways such as questionnaires or asking them individually. We ask your child to complete pupil questionnaires on different things such as wellbeing. If your child is a Child in Care, their views are sought in the usual ways, but they are also asked to contribute to their Child in Care reviews and ePEPs. In addition to this, our Child and Family Officer spends time each week with your child to practise their reading and also use this time to have an informal talk about anything they want.
Inclusion outside lessons	As well as their usual lessons, your child will have different opportunities throughout the year. This can change from year to year, however we try to give them as much opportunity as possible to experience different things. For example, in year 10 pupils had the chance to go on a residential. We like to also take your child on educational visits such as the local mosque and the Lincolnshire Show.

How does my child gain experience in other ways?	We like to have visitors in to speak to your child on a variety of different topics such as e-safety, the Fire Service and the Great School Food Showdown.
Staff Training and Development Who will support my child in school? What training and experience do the staff have for my child's needs?	In the main instance, your child is mainly supported by the class teacher and teaching assistants. The Child and Family Officers are also available for pastoral support if necessary. If you feel your child requires additional or alternative support, we would encourage you to contact us to discuss this. All staff follow a 6 year pathway of training which includes the impact of trauma, attachment and safeguarding. Depending on the needs of the school, training would also include awareness of medical conditions such as diabetes or epilepsy. Di Hoyer (psychotherapist) delivers training to all staff linked to nurture principles and is available weekly for any member of staff to seek her expertise. Many of our staff have a lot of experience with pupils that have SEMH needs and are able to support new members of staff as they learn our nurture ethos.
Support Services How do I know where to go if I think I need further support? How can I access support for myself and my family?	We will always work with you and your child for the best outcomes both academically and within SEMH areas. If you are concerned about any part of your child's development our Child and Family Officer or SENDCo will be able to advise you on the best course of action. Support from other agencies can be sought in different ways. This might be through a GP appointment, a referral to Community Paediatrics, or completing an Early Help Assessment. Each step of the way will be explained clearly to you so that you feel supported in seeking support from other agencies. A lot of these agencies are accessed through school, but there are others that can be accessed yourself. We will be able to advise you and give you contact details.
Transition How will you help my child move from different phases of education?	As your child enters year 7, they are invited to a transition session which takes place in the Summer term of year 6. They will have a tour of the school and spend some time doing an activity with staff. We also are happy to show you and your child around the school individually, particularly if you are not from our federated primary school, Fortuna. You and your child will be able to ask any questions. We often speak to caseworkers and communicate with colleges about the best ways to support your child through the next phase.

	In year 10 and year 11, we have a focus on Post 16 provision as we currently do not provide any education above year 11. Initially, this will be through their annual review, but more detailed transition would be organised nearer the time, when you know what the plans are for your child's next steps. To help with transition to further education, Athena will take your child to visit colleges, and they also have the opportunity to attend events at local colleges such as Construction events.
Bullying What do I do if my child is being bullied?	Athena School has a no tolerance attitude towards bullying. PSHE lessons address all forms of bullying and pupils often share with staff if they are experiencing difficulties. Records are kept on our CPOMS system so we can see each issue and how it has been dealt with accordingly. If you think your child is being bullied, you must contact us as soon as possible so that we are able to support you and your child.
Complaints What do I do if I am unhappy with provision at Athena?	If you are unhappy about provision at Athena, you will need to speak to your child's class teacher in the first instance or have a meeting within school about your worries. Quite often, any issues can be resolved in this way. If an issue cannot be resolved, you are encouraged to contact your child's caseworker at the Local Authority. If you are unsure who this is, the SENDCo will be able to advise you.
Evaluation How do you know that your provision works?	SEND provision at Athena is evaluated in a variety of ways. Athena looks at academic assessment, physical intervention data, Boxall profiles, behaviour logs and attendance. This information is triangulated within their provision maps so a whole picture can be built of your child and his or her development. Year by year, this will show the progress your child has made. You should get a copy of your child's provision map five times a year. If you have any questions about this, the SENDCo will be happy to talk to you about it.