

SEND Local Offer

How does the Academy identify students with SEN?

There is detailed tracking of pupil progress, attainment and attendance as well as regular assessment of reading, spelling and grammar and Mathematics.

What should you do if you think your child has Special Educational Needs?

If you think that your child has learning difficulties you should speak initially with your child's Teacher. The Teacher will discuss the progress of your child and if it is agreed that targeted teaching has not met your child's needs, they will then refer to the SENCo for further advice.

How will the Academy staff support my child?

If your child requires additional support for learning, a plan will be put into place. Under the new code of practice Teachers will follow the format of 'assess, plan, do and review' to support the learning of your child. This will be reviewed termly.

Our Learning Mentor can provide one to one assistance as well as small group work in areas such as social skills, as well as providing emotional support if children require it.

How will the curriculum be matched to my child's needs?

The Teachers will have the highest possible expectations for your child and all children in their class. Work is differentiated to enable children to access learning and enable them to make progress.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

All children are formally assessed at least three times per year as well as ongoing assessments being made by the teachers. You will be invited to discuss the progress of your child with their teacher, who will review your child's individual SEN learning targets. You will be encouraged to support your child at home by accessing programmes such as Mathletics.

What support will there be for my child's overall well being?

Pastoral Support

At the Academy we believe that every child matters. The Teacher guides and supports personal, academic and wider achievement of each individual student in their class. The teacher is in close daily contact with their class, helping them to prepare to learn, develop successful strategies to improve learning and celebrate children's academic and personal achievements. The Learning Mentor monitors attendance and behaviour and has regular contact with parents/carers should there be cause for concern.

Behaviour/Attendance Support

The Learning Mentor and Behaviour Co-ordinator work with children to improve their behaviour at social times and in lessons. They liaise with parents/carers and Teachers in order to provide a consistent approach to improving behaviour. The Behaviour Policy is based upon recognising and

rewarding positive behaviour. It outlines in detail the stages of intervention which are designed to support children in a fair and inclusive way.

The Learning Mentor liaises with the Educational Welfare Officer to provide support for children who have issues with attendance. The Educational Welfare Officer's role enables her to involve the relevant outside agencies who can give support to a child's attendance needs, as well as making links with parents/carers to provide them with support.

Medical Support

The Academy has a team of first aiders who administer prescribed medication as necessary. Healthcare plans are in place for all children with medical needs. The building is equipped with disabled facilities.

Where possible the Academy will provide additional equipment for children with sensory needs, if it is needed for our students. Eg: ear defenders, visual rulers, pale walls, tinted coloured workbooks

What specialist services and expertise are available at or accessed by the Academy?

The Academy accesses support from many outside agencies as and when required. They include:

-  Educational Psychologist
-  School Health Service
-  Occupational therapist
-  Physiotherapist
-  Speech and Language Therapist (SALT)
-  Social Services
-  Derby Special Educational Needs & Disability, Information, Advice and Support Service (SENDIASS)
-  Dyslexia Action
-  CAMHS
-  STePs
-  Social, Communication Disorders Assessment Service (SCoDAS) – Ronnie MacKeith Centre
-  Art Therapy
-  School Nurse

What training have the staff supporting children with SEND had or having?

The Academy has a Teaching and Learning Development Plan, including training for all staff to improve the teaching and learning of all children including those with SEND. This may include whole Academy training on SEND issues or to support identified groups of learners in the Academy, for example, children with Autism Spectrum Disorder or Dyslexia.

Staff training has also focused on differentiation and personalised learning for all children. There is whole staff training to disseminate knowledge and strategies and experience in order to ensure consistency of the Academy's approach to students with SEND.

How will my child be included in activities outside the classroom including visits?

At the Academy we do all that we can to ensure that all of our children are given the opportunity to participate in activities and trips. Parents/carers are consulted at all stages of planning so that an accurate care plan and risk assessment can be created for our students with individual needs. Where appropriate, parents may be asked to accompany their child on a trip.

How accessible is the Academy environment?

The Academy has a ramp for wheelchair use. There are excellent personal care and hygiene facilities.

The auditory and visual environment was designed to enable the best provision for any children with these difficulties. Where possible the Academy will provide additional equipment if it is needed for our children. For the parents/carers of students with English as an additional language, where possible, an interpreter may be sourced to enable communication. Access to interpreters for the deaf is also sourced as and when needed.

How are the Academy's resources allocated and matched to the children's special needs?

The Principal, together with the SENCo, allocates funding to provide support for SEND (according to the needs of the children) through:

- LSA Support – individual/small group/in class
- Staff training
- Additional resources

The resources and training are reviewed regularly and changes made as needed.

How is the decision made about what type and how much support my child will receive?

When a child is identified as needing additional support through the processes already described above, the SENCo will contact the parents/carers to discuss the additional support that will be provided. Depending on the individual need, the appropriate support will be put in place and reviewed after six weeks. Together with tracking information and from reports from class teachers, the SENCo will discuss with parents/carers as to whether the support should continue, change or cease.

How are parents/carers involved in the Academy? How can I be involved?

The Academy is committed to working with parents/carers to provide the best education for their child. There are many opportunities throughout the year for parents/carers to meet with staff. The Teacher is in regular contact with parents/carers at the end of a school day, and if appropriate via meetings, telephone calls or emails.

Who can I contact for further information?

The first person to contact to discuss anything to do with your child is your child's teacher. They can usually provide you with any help you may need or put you in touch with the member of staff who may be more suited to help.

Our SENCo is Miss C Selby. Should you wish to contact the SENCo directly you should phone or email the Academy office who will pass your request on.