

Special Educational Needs or Disability

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1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

If you have a specific query regarding your child please talk to their tutor in the first instance.

Roles and Responsibilities/ Co-ordination of Provision

Provision for students with special educational needs is a matter for the Academy as a whole.

Governing Body

The Academy's governing body has specific responsibility to:

- do its best to ensure that the necessary provision is made for any student who has special educational needs;
- ensure that students' needs are made known to all who are likely to teach them;
- ensure that teachers in the Academy are aware of the importance of identifying, and providing for, those students who have special educational needs;
- consult with external agencies and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensure that students with special educational needs join in the activities of the Academy together with students who do not have special educational needs, so far as is reasonably practical and compatible with receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources;
- ensure that parents are notified of a decision by the Academy that SEN provision is being made for their child.

In doing so, the Governors will have regard to the Special Educational Needs Code of Practice and the relevant Disability Rights Code of Practice. The governor with responsibility for SEND across the partnership is Christine Lewis.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the Academy's work, including provision for students with SEN. The Headteacher keeps the governing body fully informed and works closely with the Senior Team SEN link (Clare Greaney and Mark Seymour) and SEN co-ordinator within the Academy.

The Partnership Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need with the help of other key staff. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their management of TAs, classroom organisation, teaching materials, teaching style and differentiation.

The Special Educational Needs Co-ordinator (SENDCO)

The SENDCO at Longsands Academy is Patricia Martin-Morales Patricia.Martin-Morales@astrea-longsands.org (01480 353535)

Her responsibilities include:

- co-ordinating provision for students with special educational needs;
- liaising with and advising fellow teachers;
- leading the SEN team including teachers and teaching assistants and monitoring their work, managing timetables and inset;
- overseeing the records of all students with SEN, including IEPs and annual reviews;
- liaising with parents of students with special educational needs;

- liaising with other SENDCO's, Educational Psychologists, School Paediatrician, School Nurse, Speech and Language Therapists, Occupational Therapists, Physiotherapists and other health services such as CAMHS.

The SENDCO meets regularly with SENDCOs in other educational establishments which enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice. The SENDCO works with her team to ensure that provision is co-ordinated effectively.

2. What are the different types of support available for children with SEND in Longsands?

Longsands assesses the needs of every student on entry to the academies and offer a graduated response designed to meet the needs of individual students. In the first instance every child is given 'Quality First Teaching'.

Universal support

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.

- That all teaching is based on building on what your child already knows, can do and can understand.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.

- The subject teachers, supported by the senior leadership team check that your child's is making appropriate progress and whether they need some extra support to help them make the best possible progress, this may include specific group work in a smaller group of students.

These groups, often called Intervention groups by schools, may be

- Run in the classroom or outside.

- Led by a teacher or most often a Teaching assistant who has had training to run these groups.

These groups will address specific needs or gaps in skills and or knowledge to support your child to make the appropriate progress. He/ She will engage in group sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Targeted support (under the pre September 2014 designation this may have been called School Action Plus). This means they have been identified by the class teacher/SENDCO as not making expected progress and may need targeted support.

For your child this may mean more specialist input instead of or in addition to quality first teaching and intervention groups. Making changes to the way your child is supported in

class e.g some individual support or changing some aspects of teaching to support them better

For your child this may mean:

A group run by school staff e.g A phonics program

A group run by school staff under the guidance of the outside professional e.g a social skills group

A group or individual work with outside professional

•The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Special Support This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of support or personalised provision to make the appropriate progress. This applies to a small number of children and young people who may have a special educational need or medical need. It is likely that this need may not be provided for from the budget normally available from the local authority or school. It is likely that a child in this category will have an Education, Care and health plan (formally called a statement).

For your child this may mean:

•The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

•After the school have sent in the request to the Local Authority (with information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. This may result in the issuing of an EHCP. If they do not think your child needs this, they will ask the school to continue targeted support.

•The EHC Plan will outline the funding available for your child.

•The funding may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

•Severe, complex and possibly lifelong

3. How can I let the school know I am concerned about my child's progress in school?

•If you have concerns about your child's progress you should speak to your child's tutor initially.

•If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the head of subject or pastoral leader.

•If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo.

•If you are still not happy you can speak to the school SEND Governor.

The complaint procedures are set out in the Academy's Website.

Under the SEN and Disability Act 2005, parents may seek advice on resolving disagreements through the LA and/or the Independent Mediation Service. The Partnership will make further information about this process available on request. Further advice may be sought from the Parent Partnership Service.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will contact you, in the first instance, to inform you of any support we can offer and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

5. How is extra support allocated to children and how do they move between the different funding levels?

•The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND.

•The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

•The Head Teacher and Assistant headteacher with responsibility for inclusion will discuss all the information they have about SEND in the school with the SENDCo, including:

the children getting extra support already

the children needing extra support

the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

•All resources/training and support are reviewed regularly and changes made as needed.

The Academy could spend this money on:

- teaching assistants at the appropriate levels;
- the SENDCO in the Academy and their assistants and a part time Learning Support Teacher;

- early identification and intervention work with students
- training for all teachers and teaching assistants so they can meet students' needs more effectively
- special books and equipment
- Additional advisory services

The details of how individual students receive support are recorded on their Individual Education Plans or in the Academy's Provision Map.

6. Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- I2L curricular
- Educational welfare officer
- Alternative small group provision (Prospect House)
- School nurse
- School councillor
- Autism Outreach Service

Paid for centrally by the Local Authority but delivered in school:

- Specialist autism unit – The Cabin (Ernulf Academy from January 2015)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy

Provided and paid for by the Health Service but delivered in school:

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Occupational Therapy
- Physiotherapy
- School and community paediatrician
- Specialised nursing services

Other services we might use

·Locality team

·CAMHS (Child and adolescent mental health service)

7. How does Cambridgeshire LA support Children with SEND in this school?

The LA support students in many ways which can be accessed through their website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

8. How are the teachers in school helped to work with children with an SEND and what training do they have?

·The SENDCo's job is to support the teacher in planning for children with SEND.

·The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.

·Individual teachers and support staff attend training courses, which may be run by outside agencies that are relevant to the needs of specific children in their class.

9. How will the teaching be adapted for my child with SEND?

·Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

·Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

·Specific resources and strategies will be used to support your child individually and in groups.

·Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

10. How will we measure the progress of your child in school?

·Your child's progress is continually monitored by his/her class teacher.

·His/her progress is reviewed formally every half term and a National Curriculum level or GCSE grade will be given.

·At the end of key stage 3 (i.e. at the end of year 9) all children will be internally assessed using a framework based on Standard Assessment Tests (SATs).

·At the end of key stage 4 (i.e. at the end of year 11) all children will be externally assessed using GCSE's or vocational qualifications.

·In post 16 (i.e.at the end of year 12 or 13) all children will be externally assessed using GCE A levels, GCSE's or vocational qualifications at level 2 or 3.

·All students are expected to make a minimum of three levels of progress from key stage 2 to key stage 4, regardless of their designation or starting point.

·We use a family centred approach, the progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with the Child and all adults involved with the child's education.

•The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in

11. What support do we have for you as a parent of child with an SEND?

•The Tutor or class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

•The SENDCo or representative is available to meet with you to discuss your child's progress or any concerns/worries you may have.

•All information from outside professionals will be discussed with you and by the person involved directly, or where this is not possible, in a report.

•The academy planner or log book may be used to support communication with you.

12. How are the partnership buildings accessible to children with SEND?

The Academy welcomes applications for admission from the parents of students with mobility difficulties.

•We ensure that equipment used is accessible to all children regardless of their needs.

•After school provision (homework club) is accessible to all children including those with SEND.

•We endeavour to ensure that all extra-curricular activities (trips) are accessible for children with SEND.

Longsands Academy is built over 3 floors, however, the Academy has undertaken considerable work to comply with disability legislation within its existing premises and within the newly built classroom block. There is currently one toilet with disabled access in the main Longsands building and a further four toilets in the new building. There are currently some restrictions on access to the upper floors, however, every effort is made to accommodate the needs of each individual student and this is being taken forward through the Disability Action Plan.

The Academy ensures that there are good lighting and safety arrangements (for example, markings on steps and posts) for visually impaired students. Many of the classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.

13. How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

•If your child is moving child to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

•When moving classes in school:

Relevant Information will be passed on to the new class teacher.

•Primary-Secondary transition:

The SENCO, or representative will visit the Primary school to discuss the specific needs of your child with the SENCO of their primary school.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

•Key stage transition:

The key stage managers and student support officers will meet to discuss the specific needs of your child, this may include the SENDCo.

Relevant Information will be passed from the old class teacher or form tutor on to the new class teacher or tutor.