

Consett Academy - how we will support your child

What kinds of Special Educational Needs does the Academy provide for?

At Consett Academy, we are passionate about ensuring that all our students fulfil their potential, whilst realising that some students may need a little extra help. This information is detailed in our Local Offer or SEND Information report. Some students may need extra help for:

- General Learning difficulties-students whose learning progresses at a slower pace;
- Speech, Language and Communication difficulties;
- Social, Emotional or Mental Health difficulties;
- Dyslexia (difficulties with reading, writing and spelling);
- Dyspraxia (problems with motor skills and organisation);
- Dyscalculia (difficulties with number work);
- Autism;
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder); or
- Physical/medical needs.

How do we identify students with SEND?

The initial identification of SEND pupils occurs through liaison with feeder primary schools or from information provided by a student's previous secondary school. A student may transfer to Consett Academy having already had his/her Special Educational Needs identified, or a student's SEN may emerge because of our own assessment and monitoring procedures.

Parents can meet with staff at Open Evenings or transition events prior to transferring from primary School or discuss their child's needs at the transfer meeting if they are moving secondary schools. Parents are welcome to contact the team directly to request a meeting ahead of the transition process.

Throughout the year staff or parents may raise concerns about a student with the SENCo and SEND team, who would then identify the appropriate intervention, assessment or external agency to involve.

Please see the attached SEND Criteria guide, which explains how the school identifies students with SEND.

How does the Academy provide for students with SEND?

The Academy strives to be an inclusive school, where students with disabilities are not treated less favourably and we encourage a sense of community and belonging through;

- Access to all areas of the curriculum, whilst providing a flexible range of strategies and provision for meeting students' needs through alternative groupings such as nurture groups, individualised support, special exam arrangements, courses or accreditation;
- Recognising we all share responsibility for the integration of students with SEND in the classroom and beyond. Information on SEND students is detailed on a student's Support Plan and includes a student's SEND needs, their strengths and

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suggested strategies for supporting them; as well as the targets they are working towards and the student's own views. This information is shared with all staff;

- Fully integrating all students-including those with SEND-into all aspects of Academy life, including sports, drama or school visits;
- On-going staff and student training;
- Please see the Admissions Policy with regard to admission arrangements. In order to meet the needs of student's requirements with parents or their previous school, the Local Authority will consult with the Academy for those students who have an Education, Health and Care Plan to ensure the Academy can fully meet the students' needs prior to their admission.

What is the Graduated Response?

- Where a student has a Special Educational Need or Disability the SEND team will put provision in place to support a student and remove barriers to learning.
- A student's Year Manager or Achievement Leader may also work with students, parents and the SEND team to set targets and put provision in place
- Assessments inform about an individual student' needs and a plan is created to address these needs.
- The intervention may be classroom based or involve group work or 1:1 support. This support is reviewed and the impact assessed at the end of an agreed time.
- Student and Parent views are taken into account when analysing a students' needs and identifying future targets and provision

How does the Academy use its resources to support students with SEND?

- The support timetable is a working document that is reviewed regularly to meet the changing needs of our students. For example, if a student is struggling to make progress in a subject, support may be allocated to that subject.
- Teaching and Support staff keep the SENCo informed about where support in class is needed.
- Support staff lead interventions to support a student's identified need.
- Laptops are available within the support area and in each subject area to support students who have difficulties with handwriting.
- The Academy promotes the use of Microsoft's Immersive Reader to support day to day literacy needs.
- Support is available during break and lunchtime for students who may struggle with busier, louder spaces.
- The Nurture group provision is reviewed regularly to ensure it best meets the needs of the students.
- Costed Provision Maps detail a student's outcomes and the provision in place to meet this target.
- Many SEND students are taught within smaller classes, or where appropriate with 1-2-1 support.
- Subject Curriculum Support Workers provide intervention or support in class.
- Lifts are available for use to access higher floors
- Exam access arrangements are put in place for students in all years who need them and in class assessments, mocks and GCSE exams.

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How does the Academy meet the needs of students who are SEND and also Looked After?

- The Academy maintains close links with the carers of students who are Looked After and attend regular care team meetings, LAC reviews, PEP reviews and provide information on a student's progress and attendance.
- Suitable provision is provided where a students' needs are best met by the Nurture group or Citizenship Group; where students can develop positive relationships with a smaller number of staff
- Mrs Sara Ebbing, the SENCo, is also the Designated Teacher for Looked After students at the Academy.
- The Academy employs a dedicated CSW to ensure consistent support for Children Looked after.
- The progress of Looked After Students forms part of the regular monitoring completed by Achievement Leaders, Year Managers, Heads of Subject and the Designated Teacher.

How are the curriculum and learning environment adapted to meet the needs of students with SEN?

The Academy recognises that the curriculum and learning environment may need to be adapted for students with SEND, through;

- Differentiation by the class teacher-this may involve such strategies as;
 - planning for and setting tasks more appropriate to a student's needs
 - providing vocabulary lists or writing frames
 - printing out information from the board
 - giving students task lists to help them with organisation
 - visual support or more movement-based activities
 - allowing a student extra time to complete a task
 - breaking activities down into more manageable amounts
 - providing extra support or intervention
 - use of ICT and Immersive Reader to support the presentation and production of work
 - Further strategies detailed on a student's Support Plan following advice from other professionals
- Placing students within appropriate classes, groups or pathways so that they access teaching and courses at the appropriate level.
- Providing intervention where required either through SEN Curriculum Support workers or Subject Specialist Curriculum Support Workers.
- In class support provided by SEND Curriculum Support Workers.
- One to one support or small group work to support academic work.
- One to one support or small group work to develop motor skills, literacy skills or provide support with emotional or mental health issues, or help with developing coping strategies.
- Nurture Groups or appropriate Citizenship or Off-Site Provision.
- Confidence building groups or activities to develop interpersonal skills.

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- Access to lifts to assist movement within the building.
- Special exam arrangements for mocks and GCSE exams.

How are students with SEN enabled to engage in extra-curricular activities?

SEND students are offered the same sporting, drama and enrichment activities as all students within the academy. They are encouraged to participate in all extra-curricular activities, trips and end of term events.

We recognise that some students with Special Educational Needs may need extra support accessing such activities and the SEN team plan for this. For example, providing extra staff support on trips, discussing and planning for an activity with a student or to supporting students to access activity.

What pastoral support is available for SEND students?

Within school, SEND students are able to access emotional and social support from the following people;

- The SEND Team who are based in the Year Team area's Area are available before and after school, at break and lunchtimes.
- Support such as meeting students from the bus, providing passes allowing students to access dinner early or transition between classes ahead of crowds.
- Academy staff, such as a student's Form Tutor or Year Manager or the SEND team.
- The school counsellor, who can offer weekly appointments to discuss concerns or small group programmes, as necessary.
- Support from external agencies, such as CAMHS, EWEL Team or the Education Psychologist Service.
- Other agencies or off-site provision the academy has access to, that can provide personalised support

Measures to prevent bullying include;

- Access to a supervised quiet area in the Learning Support Area, accessed only by students with a pass
- Support from a student's Year Manager or Form Tutor to deal with any issues
- Access to the school counsellor to discuss any worries or concerns
- Access to the Academy peer supporters.
- Regular discussions with students and Student Voice.

Bullying is not tolerated and we encourage students and parents to raise any concerns.

How does the school involve others?

If further support or equipment is required, the Academy has strong links with the following agencies;

- One Point
- Educational Psychology Service

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- Cognition and Learning Team
- EAL and Equalities Team
- Sensory Support Service
- ASD Team
- Child and Adolescent Mental Health Team (CAMHS)
- The County Durham SEND Information and Advice Support Service (SENDIASS, formerly Parent Partnership)
- Occupational Therapy Service
- SEN Placement and Provision, County Hall
- Health Service, including the School Nurse
- Speech and Language therapists
- Resilience Nurse
- Emotional Wellbeing for Effective Learning Team (EWEL)
- Education Health Needs Team

Following our own assessment, discussion with staff and support staff, parents and the student concerned; a referral might be made to an external agency to seek further assessment or specialist advice on how best to support a student's needs. The academy pays yearly for an allocation of time from an Educational Psychologist, to ensure a detailed assessment of those students with very severe needs, who may require an Education, Health and Care plan.

How does the Academy assess the progress of students with Special Educational Needs?

- Regular meetings of the SEND Team to discuss students' progress and identify any areas of concern
- Meetings with parents and students throughout the year
- Termly monitoring by the Achievement Leader, Heads of Subject and Head of SEN of student progress, to identify any subject areas where a student may not be making the expected progress and any intervention required
- Parents' Evenings, where parents can discuss their child's progress with staff
- Individual target setting to review progress, establish appropriate goals and how these will be met, identify a student's strengths and establish strategies that can help them be successful.
- Reviews throughout the year of outcomes detailed on SEN Support plans
- Analysis of examination/assessment data

How are parents and students involved?

- Parents are encouraged to contact the school if they have any concerns or queries
- Issues affecting a student will be discussed with parents, for examples referrals to other agencies
- Meetings with parents in school, phone contact or home visits
- Parents Evenings where parents can speak to staff
- Response sheets where parents are invited to give their views
- Regular Student Voices-where groups of SEN students are asked for their views either verbally or through a questionnaire
- Students' views are recorded on SEN information sent to staff
- Discussions with students, where their views are given

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- Parents can give their views on Parent View on the Ofsted website
- Extra transition visits arranged as the request of year 6 parents who have concerns about their child

How does the Academy support students to transfer between phases in education? Primary to Secondary

- The SEND team meet with the Year 6 teachers, primary SENCOs and Head teachers throughout the year.
- Staff may also attend Year 6 reviews or transition meetings.
- Students take part in additional Transition activities, where they can meet staff from the SEN Team or take part in activities around the academy to build confidence with key staff and areas around the building.
- Extra visits arranged by the SEND students to visit the school and ask questions about any concerns
- Additional, after school transition activities with parent and child for the most anxious and vulnerable.
- Opportunities provided for parents to meet with members of the SEND team at their child's primary school

Key Stage 3 to Key Stage 4

- The SEND team attend Options Evening and Parents' Evening and can discuss possible option choices
- Staff provide support with alternative curriculum choices.

Secondary to Post 16

- Students receive a variety of careers activities throughout Key Stage 3 and 4, which help to prepare them for post 16 choices.
- Careers interviews and access to a Careers Advisor within school, who can provide guidance on career choices.
- Discussions at meetings about students' interests and careers choices.
- Support staff work with students on developing life skills and assist with work placements.
- Life Skills groups to support students develop skills such as planning a journey or preparing a meal.
- Support from the Improving Progression Team at Annual Reviews of students with an Education, Health and Care Plan

On leaving the Sixth Form

- Extra support provided to assist SEND students with choices following year 13
- Support from the Improving Progression Team at Annual reviews of students with an Education, Health and Care Plan

How do we evaluate the effectiveness of our provision?

The SENCO regularly evaluates the effectiveness of its SEND provision through;

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- Regular meetings with the Senior Leadership Team to monitor the SEND provision within the Academy.
- Termly and half-termly reviews of data and student progress, scrutiny's of student's work, lesson observations and learning walks to assess impact.
- Monitoring of small group intervention and analysis of the impact.
- Regular liaison with Curriculum Support Workers and evaluation of the impact of the support a student receives.
- Discussions with parents and parental feedback form an important way of identifying the effectiveness of the SEN provision.
- Provision Maps, cost out the provision a student receives and its effectiveness.

What are the arrangements if I wish to make a complaint?

We recognise that parents may wish to complain and in the first instance, complaints should be referred to the SENCo.

We always aim to work with parents and solve problems co-operatively. We welcome involvement from **The County Durham SEND Information and Advice Support Service (formerly Parent Partnership)** and value comments and constructive criticism.

Failure to resolve complaints would lead to the matter being referred to the Assistant Director of School or Director of School.

All complaints by parents are treated seriously and investigated fully.

Please see the Complaints Policy in the 'About Us' section of the school website, under 'Policies'

Dates to SEND Information Report review

September 2020