

Red House Academy Parent Information

Special Educational Needs and Disabilities Information Report **2016**

Introduction

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all students, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND students as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

Questions

Please scroll down to the questions below for more information about the Special Education Needs Information Report for Red House Academy.

Question 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)?

The SENDCo – Mrs Karen Mould

Responsible for:

- Checking and reviewing the progress of students on the SEND register.
- Identifying, planning and delivering any additional help students may need.
- Developing and reviewing the Academy's SEND policy
- Informing teachers of the students' needs and the strategies they should implement.
- Ensuring that parents/carers are involved in and kept informed of decisions supporting students' learning and involved in reviewing progress.
- Liaising with all the other people who support individual students eg. Speech and Language Therapy, Educational Psychology, Autism Outreach Team, etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of students in the Academy are known)
- Providing specialist support for teachers and support staff in the Academy so that they can help students with SEND to make progress.

The Assistant SENCo – Mrs Sandra Smiles

Responsible for:

- Assisting the SENDCo in supporting students on the SEND register.

The Principal – Dr Therese Quincey

Responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- The Principal will give responsibility to the SENDCo/Vice Principals and teachers, but is still responsible for ensuring students' needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mrs Carol Smith

Responsible for:

- Making sure that the necessary support is given for any student who attends the Academy who has SEND.

Question 2

What are the different types of support available for students with SEND in the Academy?

- Subject teacher input via excellent targeted classroom teaching (Quality First Teaching)
- Specific strategies are in place to support students' learning
- Additional help and support by subject teachers and learning support assistants through a differentiated curriculum
- Literacy and numeracy interventions – small group and individual sessions
- Autism Spectrum Disorder intervention
- Alternative curriculum activities for KS4
- Break and lunch clubs
- Emotional support
- Homework club with LSA support
- Transition support – KS2 to 3 and KS4 to 5
- Code of Practice reviews with parents/carers and students
- Peer mentoring
- Support from outside agencies and local authority

SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo or other member of staff as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g . a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- The school (or you) can request that Local Authority Services 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 request has been made to the ‘Panel of Professionals’ (with a lot of 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. If they do not think your child needs this, they will ask the school to continue with the current support .
- After the reports have all been submitted, the ‘Panel of Professionals’ will decide if your child’s needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 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 Head of Year, Tutor or subject teacher initially. If you continue to be concerned that your child is not making progress you may speak to the:

- Special Education Needs/ Disabilities Coordinator (SENDCo).
- Academy SEND Governor.

Question 4

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

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

Question 5

How is extra support allocated to children and how do they progress in their learning?

The Academy budget includes money for supporting students with SEND.

The Principal decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Principal/Interventions Director/ SENDCo discuss all the information they have about SEND in the school, including the:

- students getting extra support already
- students needing extra support
- students who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

Student's views will be sought informally and for review meetings

The Academy identifies the needs of SEND pupils on a provision map. This identifies all support given within the Academy and from external agencies and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Question 6

Who are the other people providing services to children with SEND in this school?

School provision

- Learning Support Assistants/Learning mentors/
- Breakfast club / After school clubs
- Attendance Team
- Pastoral Team
- Basic Skills Group

Local Authority Provision delivered in school

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Language and Learning Partnership
- Sunderland Virtual School

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Children and Young Peoples' Service (CYPS)

Other Agencies

- Educational Psychology Service

Question 7

How are the teachers at Red House Academy helped to work with students with SEND and what training do they have?

- The SENDCo arranges or delivers training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.
- Support staff attend training courses run by outside agencies that are relevant to the needs of specific students they support e.g. from the Autism Outreach Team (AoT) service.

Question 8

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

- Subject teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the subject teacher, can adapt 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.

Question 9

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

- Your child's progress is continually monitored subject teachers, Vice Principal, Head of Year and SENDCo.
- Progress is reviewed formally every half term, Support Plans are reviewed, Code of Practice reviews are held to review targets and an annual report is issued.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with 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.

Question 10

What support do we have for you as a parent/carer of a child with a SEND?

- The Tutor, Head of Year, Vice Principals or SENDCo 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 with the person involved directly, or where this is not possible, in a report.
- Personal progress targets/Support Plans may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Question 11

How is Red House Academy accessible to children with SEND?

- The Academy is fully compliant with DDA requirements.
- The Academy is on a split-level with easy access, a lift, double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is one accessible toilet, shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all students regardless of their needs.
- After-school provision is accessible to all students, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Question 12

How will we support your child when they are joining or leaving the Academy or moving onto college?

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.

Transition from Year 6 to Year 7

- The Secondary SENCo meets with Year 6 teachers and SENDCo each term in the year prior to transition to discuss the specific needs of students.
- Students will attend transition days with all other year 6 students transferring to Red House Academy. Those on the SEND register will, during this time, work within their teaching group.
- Where possible your child will visit Red House Academy on several occasions.
- Red House Academy staff will visit your child at primary.
- There will be additional parents' meetings of those with children on the SEND register to give the opportunity to meet the SENCO, learning support assistants and Head of Year.
- Where possible the Secondary SENCO will attend Code of Practice reviews held during Year 6.

If your child is moving to another school:

- We will contact the school SENDCO 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 to college

- Information will be passed on to the SEND team and an invitation to attend Code of Practice review will be issued.
- In most cases, a planning meeting will take place where Support Plans are shared.
- SEND leads from college, in most cases, meet with and work with the student prior to transition.
- Additional visits are arranged where appropriate.

Question 13**What Emotional and Social Development support we have for a child with SEND?**

We recognise that students with SEND may well have a Emotional and Social Development needs, that will require support in school.

- The emotional health and wellbeing of all our students is very important to us.
- We have a robust Safeguarding Policy in place, we follow National & LA Guidelines.
- We have a robust Pastoral Team in place.
- The Principal and all staff continually monitor the emotional health and wellbeing of all our students.
- We are an Anti- bullying school.
- We have break and lunchtime clubs for students who require extra support.
- We have several members of staff who work with student on an individual basis to support their emotional health and wellbeing, as appropriate.

Question 14**Who will I contact if I have a complaint?**

If you have a complaint please refer to the Academy's Complaints Policy.

December 2016