



REVOE LEARNING ACADEMY SEND INFORMATION REPORT 2016



Who is the SENCO and how can we contact them?

Our Strategic SEND Lead, responsible for SEND performance, is Helen Raistrick. Operational SEND Lead, responsible for provision, is Sue Haley, who is supported by Kerry Grimshaw, Kathryn Bastow and Julie Evans (Children's Centre). Sue Haley can be contacted on 763414. You can call into school or phone to make an appointment if you want to see her or any other member of the SEND team.

What kinds of SEND do we provide for at RLA?

At R.L.A. all children are welcome and valued. Our staff are fully committed to providing the best learning experiences for all children regardless of learning need or disability; we want and expect every child to make good progress and fulfil their potential.

Some of our children may have special needs that fall into one or more of the four broad areas of need. They are:

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



How do we identify a child with SEND and how do we assess their needs?

- We hold transition meetings, home visits and our non routine admission procedures informed by discussions with parents.
- Teacher observations.
- Regular monitoring and tracking of progress following good quality first teaching.
- Tests and assessments and discussions
- Monitoring of targets set.
- Advice from specialist outside agencies or medical professionals.
- Multi agency meetings that include discussions with parents and everyone involved with the child.
- Review meetings - where concerns and targets are discussed with everyone involved.
- Assess, Plan, Do, Review cycles.



How do we involve parents and carers and consult with them about their child's education?

. There are many opportunities for every parent and carer to discuss their child's education. Including:

- Operating an open door policy at R.L.A.
- Conducting home visit and induction sessions for Nursery and Reception aged children.
- Holding multi agency transition meetings for children with SEND from Nursery/ Early Years SEND team.
- Hosting parent's evenings
- Providing daily end of day contact when teachers take their class to meet their parents and carers each evening where appointments to discuss issues can be arranged.
- Providing regular pupil progress reports that are sent home to each parent and carer.
- Consultation surveys including parent view.

If you or R.L.A have concerns about the progress that your child is making, we will arrange to meet you as soon as possible so that we work together to make sure that your child makes expected progress and that we continue to meet your child's needs.



How do we involve and consult the children about their education?

- Marking and feedback - children say how they feel they have completed tasks through regular self -assessment and surveys.
- Each child knows their current targets and the steps needed to achieve them.
- Through pupil voice, each child has the chance to comment on the progress they have made against their targets.
- In child centred, annual reviews for children with EHC plans, the child's contributions are discussed and acknowledged.
- Interviews and discussions.
- Consultation surveys.
- Revoe Parliament



How do we assess and review the progress that children make and how do we involve them and their parents and carers?

- Classroom observations
- Regular monitoring of interventions and measuring the impact they have
- Evaluation of plan, do and review cycles.
- Child centred annual reviews- including parents, carers and the child's voice.
- Multi agency meetings where parents are encouraged to attend and contribute.
- Through the use and reporting of assessment tools such as Tapestry for Early Years, KLIPS from Year 1 - 6.
- The use of B squared - an assessment tool that shows small steps progress.
- Pupil progress meetings which inform regular reporting to parents and carers.
- Our children are involved in reviewing their own progress through self and peer assessment.
- Parent and child contributions to mid year and annual reports plus milestones



How do we support our children with SEND as they move on to high school or another SEND provision?

- Regular meetings with engagement officers, SEND and Year 7 representatives to share information and discuss successful strategies.
- Taster days.
- Comprehensive transitions - so that both the child becomes familiar with the school's environment.
- Liaison with the children, key adults and professionals who will support the child in their early days at high school/new provision.
- All information from every professional and agency working with the child is shared in the transition process.
- Personalised programmes for individual pupils.



What is our approach for teaching all children including children with SEND?

- Every teacher is a teacher of children with SEND
- High expectations of all children. No excuses approach adopted.
- Quality first teaching.
- Appropriately differentiated work - focusing on areas in need of development.
- Targeted learning programmes.
- Small group work /intervention groups.
- Specialist intervention programmes to accelerate progress and understanding.
- To employ specialist professionals to enhance quality teaching.
- The aim is always to encourage independence yet provide interest and challenge.



How do we adapt the curriculum and the learning environment for children with SEND?

Wherever possible we will bring the resource to the child and not the child to the resource. How the curriculum and the learning environment is adapted will depend on the child's particular need but may include one or some of the following:

- Differentiated work.
- Visual support/ resources.
- Writing frames that help children structure their work.
- Key words/ high frequency word lists to support spelling given to children where necessary.
- Thinking/ quiet area
- Adapted learning environment.
- Learning walls - with prompts to assist learning in each class.
- Specialist equipment.



How are the staff trained and kept up to day?

Training is vital to ensure that all staff are able to meet the needs of every child including children with SEND. In addition, specific training and guidance to meet individual needs is provided by expert practitioners. Regular training is also provided to ensure that staff are able to implement and interpret test results.

Examples of training are

- Epilepsy, Epipen and Asthma training.
- Speech and Language
- Colourful Semantics
- Attachment
- Child Protection
- Behaviour Management
- Team Teach
- CAMHS
- Training from Park Community Academy Outreach team



How do we support children with emotional and behavioural difficulties?

For children who experience emotional and /or behavioural difficulties, support can be offered through:

- Our in house Engagement Team.
- Local Authority support from specialist teams such as the behaviour and emotional well being teams.
- NHS support from the CAHMS service.
- Protected play provision.
- Our Values ethos.
- Our rewards and consequence system that operates across R.L.A.
- The Royal Bank of Revue encourages positive behaviours and attitudes to all aspects of RLA life.
- Our 'Always Children' are rewarded for demonstrating RLA's expectations.
- Specialist support programmes.



How do we deal with bullying and make sure the children with SEND can tell us if they're having a problem?

We are a telling Academy. We take the issue of bullying seriously. We will not tolerate any form of bullying and any incident is fully investigated by staff. To make sure that this happens:

- We encourage children that it is right to tell a member of staff if they feel they are being bullied.
- Parents of all children involved are informed
- Protected play
- Police and other agencies involved
- Exclusions for repeat perpetrators.
- Victims are supported through our Engagement Team.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the need of our children?

To make sure that every child is appropriately supported, we use a variety of outside agencies. We:

- Fund support from specialist agencies that include Occupational Therapy, Speech Therapy and Counselling services.
- Receive support from advisory services such as: CAMHS (Child and Adolescent Mental Health Service), (EWIST) Emotional, (BAT) Behaviour, Cognition and Learning, the Physical Difficulties team, CLAS - Communication, Learning and Autism Service or the Educational Psychologist Service.
- Receive expert advice and governance from our SEND governor and the outreach team at Park Community Academy.
- Work closely with the professionals to ensure that we implement recommendations and strategies so that each child has the best chance to thrive.



What arrangements do we make for supporting looked after children who have SEND?

At RLA we follow the procedures for children who are looked after; making sure that the process considers and incorporates steps to ensure the additional SEND needs of the child are met.

What should I do if I have a concern or complaint about the provision of my child?

- If you are unhappy about the provision provided for your child at RLA, you should contact the class teacher in the first instance to discuss your concerns.
- If you still feel unhappy after this meeting, then you should contact the school office where an appointment to see the Phase Leader or SENCO will be made.
- If this fails to resolve the issue, a request to meet the Deputy Headteacher must be made.
- If your concern or complaint remains unresolved, the Headteacher will be informed and a meeting arranged to review and decide next steps.



Where can I find information about the local authority's offer?

Blackpool Council's Local Offer can be found on
<http://www.blackpool.gov.uk/localoffer>