

**Special Educational Needs Information Report (2021-22)**

Our Armfield SEN Information report aims to give parents/carers and young people an insight into what our academy offers for students who have special educational needs. If you have any questions relating to the information contained inside this report, please contact the school SENDCo Rachel Hurst.

1. **Who is the SENDCo?**

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1. **What are the kinds of special needs that are provided for at Armfield Academy?**

Armfield academy is an inclusive school and endeavours to support the needs of all learners across the full range of Special Educational Needs (in line with the SEND CoP: 0-25 years, January 2015) including:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and/or physical needs

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless it would be unsuitable for the age, ability or aptitude of the learner.

1. **How are learners with SEND identified and assessed?**

Armfield Academy uses a battery of assessments to identify learners who may have additional learning needs. Early intervention is offered as appropriate to support the emerging needs of our learners.

Sometimes learners transition into Year 7 already having identified additional needs from their primary school. During the transition phase, the SENDCo’s of both primary and secondary phases will meet to discuss the needs of the learner on an individual basis and review the SEN provision in place.

All learners starting Year 7 are assessed using Cognitive Ability Tests (CAT4). These tests assess the three principle areas of reasoning – verbal, non-verbal and quantitative as well as an element of spatial ability. This information is collated alongside information from GL assessments and the New Group Reading Test to establish baseline measurements and screen for any areas of strength or difficulty. Learners who have a low reading age identified by the NGRT test may have further screening assessments to identify specific learning needs.

Learners identified with specific learning needs may need a short period of intervention or further assessment from external agencies. These students will be added to the SEND register for the duration of the intervention with parent/carer consultation.

1. **How are parents/carers informed about their child’s SEND needs and how are they involved in their child’s education?**

Armfield academy strongly believes that for any learner to reach their true potential, the lines of communication between home and school should be positive, productive and purposeful. We appreciate that this has been quite difficult recently due to the restrictions that have been placed upon us by Covid. Parent/carer views are valued and essential and as such, parent/carers will be invited to participate in surveys and invited in to formal events such as Parents Evenings where you child’s progress will be discussed. If it is felt necessary for your child to be placed on the SEND register or removed from the register, a discussion will take place so that your views can be listened to. Information evenings such as Options evenings and transition evenings will take place to give you the opportunity to meet key staff at different points along your child’s Armfield journey. Furthermore, parents/carers are welcome into Armfield academy at any time to discuss the progress of your child. Parents/carers are encouraged and supported to be involved in all aspects of the SEND process, from initial planning, decision making and the statutory review process. This is encouraged through:

* Finding out what is important to the learner and their family through person centred planning meetings and reviews
* Parents/carers are included in the assess-plan-do-review cycles.

1. **How are learners consulted about their needs and how are they involved with decisions about their learning?**

The wishes and feelings of our learners are integral to the SEND process. Learners work closely with key staff to complete student passports to help teachers meet their needs as part of high-quality teaching (quality first teaching). Student passports are intended to identify the learner’s abilities and strengths, reduce their barriers to learning and improve social success. They are reviewed on a termly basis.

For students with an EHC plan, statutory reviews are facilitated within the academy. This review is conducted using a person-centred approach.

Learners are empowered to make positive choices about their curriculum options and take responsibility for their behaviour choices which impact upon their learning. Learners are encouraged to own their own decisions.

1. **How does Armfield support inclusive teaching and curriculum development?**

All of our students have access to a broad and balanced curriculum. This allows our students with SEND to discover their own unique strengths and talents as well as close any gaps. Students are organised into sets according to ability to ensure that the learning opportunities are adequately matched to the learning needs of the students.

All teaching and support staff are aware of any special educational needs that learners may have and all strategies and external guidance are shared using our Provision Map software. All teachers cross phase are responsible for ensuring that their lessons are fully accessible to all. This is delivered through use high quality teaching with adaptive instruction to support the needs of learners where necessary and also ensuring that work is available to learners who may be isolating at home due to Covid restrictions.

The quality of classroom teaching provided to learners with SEND is monitored through quality assurance such as classroom observations, temperature checks and book looks. Ongoing assessments of learners with SEND will also show progress over time.

1. **What training do staff have?**

Each member of teaching and non-teaching staff is given the relevant and appropriate training throughout the school year. All staff have ongoing and personalised professional development opportunities delivered through a mixture of in house and external specialists. Specialist nurses and agencies provide advice and strategies for supporting students with SEND and medical conditions where appropriate. Training is also provided by the Local authority inclusion team where appropriate.

1. **How are learners moving between phases of education supported at Armfield academy and how do we prepare our learners for adulthood?**

The SENCo liaises with the Y6 teachers from the respective primary schools to discuss each learner’s strengths and needs on an individual basis. Primary school SEND records are requested. We carefully listen to guidance from primary staff; where they suggest that learners are buddied together we endeavour to place those students in the same tutor group. The academy provides an extensive transition programme to support the transition of our Y7 students. Additional transition activities are organised for identified students, which may include those with SEND.

To prepare for post 16 education, training and adulthood, we instil in all of our students a sense of Pride; the importance of effort, good attendance, punctuality and respect. These values, supported with our FCAT way, will equip students for their journey onwards into adulthood. Our Year 9 students participate in Options Evening which includes local employers, colleges and training providers. A specialist post 16 event is held during the academic year where students are invited to attend open days at local college providers. All students in Year 10 have the option to participate in work experience.

Where a student has an Education, Health and Care plan, all reviews of the plan from Year 9 onwards will include a focus on preparing for adulthood, including independent living, employment and being an active citizen within the local community.

1. **What support is available for improving emotional and social development?**

Armfield Academy has a Senior Mental Health Lead and a clear vision on supporting students with poor social, emotional and mental health. We currently buy in the support of a trained counsellor and refer students to this service where needed. Our primary mental health worker also offers monthly parent/carer ‘drop in’ sessions to discuss any concerns that you may have about your child’s well-being. Pastoral workers are also able to offer blocks of support for identified students if necessary. We also buy a set number of placements in the KS3 Chrysalis project as an early intervention strategy to support the emerging SEMH needs of our most vulnerable learners. Armfield Academy strongly believes in working in close partnership with parents/carers and external providers to ensure the best provision possible for students with poor mental health.

1. **What equipment and facilities are available to support students with SEND and how will specialist expertise be secured?**

Armfield Academy is a new build school. There are accessible lifts in all areas of the school and accessible toilet facilities on all floors. Learners with disabilities are provided with reasonable adjustments where appropriate such as auxiliary aids to overcome any disadvantage experienced in schools and increase access to the curriculum. Specialist equipment will be sourced with the support of external professionals where required. Armfield is fully inclusive and reasonable adjustments are made to ensure access for all to the curriculum and to the wider life of the school; including clubs and trips. Our accessibility plan is available on the FCAT website.

Learners with medical needs are provided with detailed Individual Health Care Plans which are written in conjunction with the NHS specialists/school nurse as appropriate. All medicine administration procedures are outlined in the FCAT policy.

1. **How is the effectiveness of the provision made for learners with SEND evaluated?**

The effectiveness of our overall provision is measured against the progress that learners with SEND make over time. Progress is measured using standardised criteria across our trust. The effectiveness of interventions for a student with SEND is measured using the graduated approach to SEND assess-plan-do-review model:

* Assess – data on the learner is collated to get an indication of needs.
* Plan – appropriate evidence-based intervention is planned for.
* Do – SEND support will be implemented.
* Review – progress towards the outcomes will be tracked and reviewed in order to identify next steps.

Provision is constantly monitored and reviewed. Where progress is good, learners will be removed from the SEN register where appropriate to do so. If more support is needed, the SEN graduated approach will be followed accordingly. Where appropriate, an EHC needs assessment may be initiated.

Leaders across the academy use learning walks (temperature checks), lesson observations, progress data and work scrutiny to monitor how effective our provision is for all students. Students with special educational needs are asked their views and opinions about the school, their learning and wellbeing on a regular basis.

We work in partnership with home as much as possible. We achieve this with face to face conversations, telephone calls, emails and meetings. We also work with external agencies to review provision, progress and set new outcomes as appropriate.

1. **How does the school liaise with other agencies to support our learners with SEND and their families?**

Armfield follows the graduated approach to intervention. Some students need provision that is additional to and different from the high quality teaching that is received in the classroom. Access to external specialists and services will be discussed and agreed with parents/carers.

We buy in speech and language support from The Speech Bubble and Youth Therapy services from the NHS. We also secure support for the local authority including Educational psychologists, CAMHS and inclusion teachers. We also link with virtual schools and social care where necessary.

1. **What if I want to make a complaint?**

Armfield will endeavour to support any parents/carers who have concerns about their child’s provision or educational offer. We welcome parents/carers contacting the Academy as early as possible so that we can work in partnership to resolve any issues. The academy also has a formal complaints policy and procedure in place. This can be requested at any time.

The Blackpool Special Educational Needs and Disability Information, Advice and Support Service can also provide support to families if necessary using the link below:

<https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.aspx>

1. **Contact details of support services for parents/carers of learners with SEND**

For more information about the Blackpool/area wide local offer, please visit:

<https://www.fyidirectory.co.uk/blackpool-local-offer>