



**Armfield
Academy**

Special Educational Needs Information Report (2023 - 24)

Armfield is 'An Academy to be Proud Of' and is part of the Fylde Coast Academy Trust (FCAT). Our aim is to create a culture where quality first teaching underpins a quality education where all learners are cared for, valued and respected. We work in partnership with parents/carers and external agencies to ensure that we provide a safe and supportive environment which offers an inclusive and personalised education to suit the needs of all learners to promote positive outcomes.

Our vision is firmly underpinned by the guidance provided in the SEND Code of Practice 2015 and incorporates the FCAT principles.

Our Armfield SEND 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?

Rachel Hurst (Senior Assistant Headteacher SEND/Inclusion)

BSc(Hons), PGCE, NASENCo, NPQSL

Contact via: 01253 207702

Assistant SENDCo

Coran Sharp (Access Arrangements)

Lauren Blackburn (interventions and Literacy)

SEND Manager

Andrew Martin

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2) 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.

3) How are learners with SEND identified and assessed?

Armfield Academy follows the graduated approach to SEND. Learners are tracked through a process of 'First Concerns' to specialist support as necessary. Please refer to the SEND policy for further information. Armfield Academy uses a battery of assessments and screening tools to identify learners who may have additional learning needs. For example, learners who have a low reading age identified by the NGRT test may have further screening assessments to identify specific learning needs. This may include a dyslexia screener followed by more detailed assessments.

All learners at Armfield Academy including learners with SEND will be assessed formatively on a daily basis to ensure gaps in learning can be quickly addressed. Learners will also be assessed using a range of assessments and their progress will be tracked and monitored through data captures as part of our summative assessment cycle. At any point that concerns are raised by parents/carers, staff or external agencies, the graduated approach to meeting individual needs will be actioned.

In addition to this, there are numerous summative assessment opportunities throughout the academic year across all phases to measure academic progress. When a need is identified, early intervention is offered as appropriate to support the emerging needs of our learners.

4) 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. Parent/carer views are valued and essential and as such, parent/carers with a child on the SEND register will be invited to discuss your child's progress at least 3 times during the academic year. The dates for these reviews can be found in the SEND policy.

Furthermore, Armfield Academy welcomes parents/carers at any time to discuss the progress of their 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.

5) How are learners consulted about their needs and how are they involved with decisions about their learning?

The wishes and feelings of our learners with SEND are integral to the SEND process. Prior to a review, learners work closely with key staff to review their learning and progress in an age appropriate way.

Furthermore, Armfield Academy encourages all learners to be present at review meetings for at least some part to ensure that their voice is heard and they are able to be involved in decisions about their learning.

Learners are also empowered to make positive choices about their learning including where appropriate curriculum options and participation in extracurricular activities. Learners are also encouraged to take responsibility for choices that they make which impact upon their learning.

6) How does Armfield support inclusive teaching and curriculum development?

The first stage of provision for all pupils at Armfield Academy will be Quality First Teaching (QFT). At Armfield Academy, QFT includes the use of evidence-based research and adaptive teaching strategies to improve outcomes for students with SEND.

The graduated assess, plan, do, review model will be used to support learners who are identified as not making age related expected expectations.

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.

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 across the academy are responsible for ensuring that their lessons are fully accessible to all.

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.

7) What training do staff have?

All teachers are teachers of SEND. Staff receive a comprehensive package of training to ensure that they are the best they can be and are able to provide a varied and interesting curriculum that meets the needs of all of our learners.

All of our teaching and non-teaching staff receive 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 agencies provide advice and strategies for supporting students with SEND and medical conditions where appropriate. Training is also provided by the Blackpool Inclusion Team as appropriate to purpose.

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

At Armfield Academy, we recognise that times of transition can be challenging for all learners and particularly for learners with SEND. The SENDCo will coordinate meetings with feeder providers and destination organisations to ensure effective and efficient communication and transfer of information. At Armfield Academy, we recognise that transition takes place every time a learner moves class year on year.

The SENDCo will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur at this time.

Preparation for adulthood at Armfield Academy begins at entry to the nursery where we encourage our children to 'be the best they can be' and as independent as possible.

To prepare for post-16 education, training and adulthood, we instil in all of our learners a sense of '*Pride*'; the importance of effort, good attendance, punctuality and respect. We believe that these values will equip students for their journey onwards into adulthood. Throughout their Armfield career, learners will have numerous opportunities to prepare for adulthood. For example: in the primary phases our learners participate in enterprise activities; 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 (EHCP), all reviews will focus on preparing for adulthood, including independent living, employment and being an active citizen within the local community.

9) What support is available for improving emotional and social development?

Armfield Academy has a Senior Mental Health Lead and a clear strategy on supporting students with social, emotional and mental health needs.

Armfield encourages positive relationships between staff and learners enabling them to support the emotional wellbeing of the learners that they support.

Armfield is committed to working in partnership to support learners' social and emotional development. We currently buy in the support of a trained counsellor and Youth Therapist and refer learners to these services where needed. Our Primary Mental Health Worker works with parents to discuss any concerns they may have about their child. The Mental Health in Schools Team (MHST) also offer early help to learners who may need some additional support. Pastoral workers also offer interventions for identified students. Armfield Academy strongly believes in working in close partnership with parents/carers and external providers to ensure the best provision to support learners emotional and social development.

10) What equipment and facilities are available to support students with SEND and how will specialist expertise be secured?

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

The primary and secondary buildings have 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.

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.

11) How is the effectiveness of the provision made for learners with SEND evaluated?

The effectiveness of our overall provision is measured against the progress and attainment that learners with SEND make over time. The effectiveness of interventions for learners with SEND are measured using the graduated approach to SEND using the assess-plan-do-review model:

- Assess – information (including 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.

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.

12) How does the school liaise with other agencies to support our learners with SEND and their families?

Armfield values working in partnership with other agencies such as health, social services, Blackpool Local Authority SEND Teams to meet the needs of all our learners.

For example, we liaise with: speech and language services; Youth Therapy services from the NHS; Educational Psychologists, CAMHS and inclusion teachers and virtual schools.

13) 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 or found on the website under FCAT Policies.

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>

14) 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>