



## **Special Educational Needs at Blackpool Aspire Academy**

Welcome to Blackpool Aspire Academy's SEN Information Report. We hope this gives parents and carers an insight into what the academy offers for our students who have special educational needs. Please let us know if you have a question that we have not addressed. Our staff are happy to answer any queries and discuss your child's needs.

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## **1 Who is the SENCO?**

The SENCO is Mr. Neill Oldham

BA Hons, PGCE, Dip SENDCo

Contact via: 01253 353155

Email: [admin@aspire.blackpool.sch.uk](mailto:admin@aspire.blackpool.sch.uk)

## **2 INSERT SEN STAFFING STRUCTURE HERE**

## **3 What provision is offered to students with a special educational need?**

- Our special educational needs provision is based on the understanding that no two students' profiles are the same. An individualised approach is needed.
- Teaching staff are made aware of any special educational needs a student has and suggested strategies or external guidance is shared.
- All academy teachers are responsible for making their lessons accessible to all. This involves delivering high-quality teaching differentiated for individual needs.
- Where appropriate, classroom based support and intervention takes place in one to one, small group or whole class settings.
- Intervention lessons are also taught by subject teachers and these can take place before, during or after the school day. These are often in smaller groups.
- English and Maths intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.

- We buy in weekly specialist support from SHINE Therapy to deliver communication, speech and language as well as occupational therapy.
- The academy works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.
- The academy has a range of resources matched to different learning needs. For example there are laptops available to enhance the independence and learning of identified students with handwriting, recording, or specific learning difficulties.
- Special equipment is provided when need is identified and resources are allocated.
- The academy will consult staff from a variety of external agencies to advise and support our provision across the range of special educational needs.

#### **4 How will the academy know if a student has a special educational need? (Identification of Additional Needs)**

- Students with a special educational need are usually identified in the Year 6/7 transition period.
- All students are assessed using Cognitive Ability Tests shortly after entry. These tests assess the three principle areas of reasoning – verbal, non-verbal and quantitative – as well as an element of spatial ability.
- All academy teachers are responsible for liaising with the Learning Support Team to raise any concerns about the additional needs of a student not already identified as requiring special educational needs support.
- We encourage all parents and carers to contact us and raise any concerns they may have about the learning needs of their child.
- The academy will refer to external agencies for further assessment or diagnosis as appropriate following consultation with parents/ carers.
- We will inform parents and carers if a child is receiving special educational needs support.

- All new students joining the academy during the school year will have a meeting where the student and families will be asked about any existing special educational needs.

## **5 How does the academy develop its overall teaching and curriculum to ensure that teachers can include pupils with Special Educational Needs?**

- All of our students have access to the national curriculum. This broad learning experience allows our students with special educational needs to discover their strengths as well as close any gaps.
- Teaching staff are all made aware of any special educational needs a student has and any suggested strategies or external guidance are shared.
- All academy teachers are responsible for making their lessons accessible to all. This is delivered through high-quality teaching differentiated for individual needs.
- Where appropriate classroom based support and intervention can take place in one to one, small group or whole class settings.
- Intervention lessons are also taught by subject teachers and these can take place before, during or after the school day. Often these are in smaller groups.
- Literacy and English intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.
- Numeracy and Maths intervention is available for identified students through timetabled lessons and activities and is designed to promote independent learning and curriculum access.
- The academy works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.
- The academy has a range of resources matched to different learning needs. For example there are laptops available to enhance the independence and learning of identified students with handwriting, recording, or specific learning difficulties.
- Special equipment is provided when need is identified and resources are allocated.

## 6 What are the kinds of special educational need for which the school currently makes provision?

- The academy supports the achievement of students across the full range of Special Educational Needs including (in line with the new SEND framework):
  - **Communication and interaction**
  - **Cognition & learning**
  - **Social, mental and emotional health**
  - **Sensory and/or physical**
- The academy enlists the services of specialist external agencies for the full range of need, including Autistic Spectrum Disorder, Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Sensory Processing Disorder, ADHD and Speech and Language.
- In partnership with parents and carers the academy works with Children and Adolescent Mental Health Services (CAMHS) to best meet the needs of our students with social, emotional or mental health issues and there is a school nurse on site.
  - Our vulnerable students also have access to a key worker within Student Services.
- Where appropriate a Care Plan is drawn up in conjunction between parents and carers, child and medical professional. This may include the academy nurse. A meeting is called in school when the plan is agreed and signed by responsible staff.
- Student Services within school can support students in developing socially and emotionally as well as academically. The support of a pastoral key worker where appropriate will be tailored to individual need.

- Support for all of our students across the range of special educational needs extends to breaks, lunchtimes and after school activities as well as lessons. All students will be given the opportunity to take a full part in all aspects of school life.
- We recognise that sometimes students might have an additional emotional or social need that is unconnected to a learning difficulty. Our caring and experienced team within Student Services is able to offer emotional and social support and signpost students and families to services such as bereavement counselling.

## **7 How do we know if students with special educational needs are making progress?**

- We have high expectations of the progress our students with special educational needs can make. We set our progress targets in line with national measures.
- Progress of students with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- All Statements and EHC plans are reviewed on an annual basis. Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the academy, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and relevant agencies. Students are always encouraged to participate in their meeting.
- Progress data is sent to parents and carers three times a year to ensure they are up to date with how their child is performing across the curriculum. The academy issues two interim and one full report.
- The academy holds face to face meetings for parents and carers to come and discuss the progress being made.

- We hold a traditional Parents Evening where all teachers will discuss the academic progress students are making in their lessons.
- We also hold a Progress Meeting where form tutors meet with parents and carers to look at the “whole child” development and progress of students.
- Reviews can be requested by parents and carers at any time. Key staff are available to discuss individual students at any point during the school year, usually by appointment, to ensure privacy and confidentiality.
- In addition to review meetings the Learning Support department runs tea and coffee mornings as well as informal drop-ins where we can discuss academic progress as well as social and emotional development of students.

## **8 How do we ensure students have a successful transition from one phase to another? How do we prepare them for adulthood?**

### **Transition from Primary School.**

- Staff from the academy meet with Y6 teachers from the primary school and discuss each child’s strengths and needs.
- We listen carefully to guidance from primary school staff. Where they suggest students are buddied together we endeavour to place those students in the same tutor group.
- During Open Evening in the autumn term staff from Learning Support are on hand to discuss our provision for students with special educational needs and answer any queries.
- Learning Support will run a tea time drop-in and coffee morning each year in September and parents and carers of Y7 are encouraged to attend. Follow up meetings are offered on a one to one basis with key staff in Learning Support, following this.

- Additional transition activities are put into place for identified students to ensure a smooth transition to the academy.
- In addition to our induction day for Y6 we also hold a mini transition morning for identified students.

### **Transition To Post 16 Education, Training and Adulthood.**

- We instil in all of our students the importance of effort, good attendance, punctuality, readiness to learn and respect. These are habits that will equip them for their journey onwards into adulthood.
- A specialist Post 16 event is held during the academic year. This is open to any student and their parent/carer. Colleges and training providers will attend and give information.
- Our Year 9 students take part in a Careers Fair which includes local employers, colleges and training providers.
- Follow up drop in visits are made by colleges to support potential students in completing applications. The academy also offers this support to students.
- The academy supports some of our students in attending taster visits to post 16 providers.
- The Learning Support Team can support students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.

### **9 How do we secure additional services and expertise for our students with special educational needs?**

- The academy has a graduated approach to intervention. We know that in addition to high quality teaching some students will need the support of external services and specialists. This will be discussed and agreed with parents and carers.
- We buy in services from SHINE Therapy for speech and language, communication and occupational therapy.

- We maintain good links with Health. In addition to having an on-site academy nurse, we link with paediatric nurses, ADHD nurses, Children and Adolescent Mental Health Services and speech and language therapists.
- We secure support from the local authority services including Educational Psychologists, specialists in Autistic Spectrum Disorder, Specific Learning Difficulties and Sensory Impairment.

## **10 How can parents and carers contact external services?**

Contact details for the services in the Blackpool / Area Wide Local Offer can be found here:

<http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/service.page?id=ZB6A8myrsBA>

Staff in Blackpool's Local Council will also be able to provide details of the information contained within SEND Local Offer to those without easy access to the internet. They can be contacted on:

Phone: 01253 477100 Deaf text: 07796994908 E Mail:  
[local.offer@blackpool.gov.uk](mailto:local.offer@blackpool.gov.uk)

## **11 How are Parents and Students included and valued in the Academy?**

Parent and Student views are valued and essential. Parents and students are encouraged and supported to be involved in all aspects of the SEN process, from initial planning, decision making and the statutory review process.

This is encouraged through:

- Consultation between school personnel and parents in decision making and intervention planning
- Finding out what is important to the child through person centred planning meetings and reviews
- The SENDCo, TA4 and TA3 for EHCP are all trained in leading person centred planning meetings
- Parents and students are included in the Assess – Plan – Do – Review cycles

- Pupils work closely with SEN specialist staff to complete individual Pupil Passports to help their teachers to meet their needs as part of the Quality First Teaching
- Pupil Passports are reviewed on a termly basis in line with the schools assessment calendar
- Students with an Education, Health and Care Plan (EHCP), statutory reviews are facilitated within the Academy. The student and parent are key stakeholders in this review process and the review is conducted using a person centred approach

## 12 How do we know if our provision is effective?

- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The academy measures progress using nationally agreed standards and criteria.
- Leaders across the academy use learning walks, lesson observations, progress data and work scrutiny to monitor how effective our provision is for all students, including those with special educational needs.
- Students with special educational needs are consulted on their views and opinions about the academy, their learning and wellbeing, on a regular basis.
- We work in partnership with home as much as possible. The academy encourages open conversations with the student and home about intended outcomes. We will seek feedback in evaluating how effective any support is in meeting those outcomes.
- Home-school communication for students with special educational needs is achieved in a range of ways including the student planner, letters, text, telephone calls and meetings. Where needed we also do home visits.
- Parents and carers are given the opportunity to indicate if they have a strong preference for how we work together.
- The academy works with families, parent partnership officers, and where appropriate wider agencies to review provision, progress and set new outcomes.
- In addition to review meetings the Learning Support department run tea and coffee mornings as well as informal drop-ins where we warmly welcome feedback about how effective our provision is.
- Parents and Carers can also give feedback at our Parent Evenings with subject teachers and at Progress Meetings with their child's tutor.

### **13 How do we make our facilities available to all?**

- The academy 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.
- Special equipment is provided when need is identified and resources are allocated.
- The medical room includes hand washing facilities and a lockable storage area. There is a toilet in the medical room.
- We have an on-site academy nurse offering practical medical advice and drop-ins for health issues.
- In practical subjects such as PE there is a technician who can assist with ensuring the facilities can be accessed by our students with special educational needs.
- All academy teachers are responsible for making their lesson accessible to all.
- Where appropriate classroom based support and intervention can take place in one to one, small group or whole class settings.
- Identified students have a key worker within Student Services who supports them in making best use of the facilities and learning on offer.
- All academy trips are inclusive and follow Blackpool's approved risk assessment procedure and are processed through the "evolve" system. All risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.

#### **14 What training do staff have?**

- Each teaching and non-teaching member of staff is given relevant training at the start of the school year and as necessary throughout the year.
- All academy staff have ongoing and personalised professional development and training. This is delivered through a mix of in-house and external specialists.
- Our academy is sponsored by the Fylde Coast Academy Trust, FCAT is a partnership between two of the Fylde's most successful educational organisations, Blackpool Sixth Form College and Hodgson Academy. Both of these organisations are rated outstanding by Ofsted. Our staff have access to FCAT's professional development programme throughout the year.
- Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- The on-site academy nurse is available and offers updates and training where needed. Updates are made available to staff, by the SENCO, via staff briefings.
- Meetings are held with the teachers of individual students in order to share expertise about the provision of effective support.

#### **15 What are the extra-curricular activities that can be accessed by students with special educational needs?**

- All of our students are actively encouraged to take a full part in wider school life and develop their strengths and interests. There is an exciting range of extra-curricular enrichment activities available to all students; the activities include sport, music and drama.
- Our activities are timetabled and updated throughout the year.
- The academy also provides many clubs and after school sessions based around our taught curriculum. In KS4 these are designed to help students access extra tuition to achieve their best grade.

- For all students with special educational needs in KS3 and KS4 additional after school help with homework is also available from the Learning Support Department.
- During lunch times Learning Support run a nurture club to actively promote social integration, communication skills and friendship support under the supervision of an adult.
- There is a high staff presence around the academy during unstructured times. However we know that some students prefer to be in a smaller environment with familiar faces at these times. At break and lunch time the library and the Learning Support area are available and can be a “safe haven” for socially or emotionally vulnerable students.
- We encourage all of our students to take part in available trips. All academy trips are inclusive and follow Blackpool’s approved risk assessment procedure and are processed through the “evolve” system. All risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.

## **16 What if I want to make a complaint?**

- We work in partnership with home and listen fully to the views of our parents and carers. This includes any concerns or issues.
- The range of formal and informal opportunities for parents and carers to meet with us means we can regularly check in and listen to the views of home about our provision.
- We welcome all parents and carers contacting the academy and raising any concerns they have. We encourage home to do this as early as possible so we can work together to resolve any issues.

- The academy has a formal complaints policy and procedure in place. This can be requested by parents at any time.

**17 How does the Local Authority support children, young people and families of children with a special educational need?**

Find out more about the Blackpool / Area Wide Local Offer

<http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/service.page?id=ZB6A8myrsBA>

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**18 How does the SEN team collaborate with other departments in school to ensure that students' individual needs are met**

**The SEN team and Pastoral support team work collaboratively at Blackpool Aspire Academy. There is a weekly Student Support Panel meeting held in order to ensure that the right personnel, from the Academy and from external agencies are in place to support students. The Student Support Panel is attended by:**

- Deputy Headteacher – Pastoral Support
- Director of Student Welfare, Child Protection and SENDCo
- Assistant Principal – Behaviour and Attendance
- Head of Key Stage 3
- Head of Key Stage 4
- Caseworkers
- Attendance Officer
- Pupil Welfare Officer
- School Nurse / School Nurse Practitioner
- IMPACT Unit manager