



Special Educational Needs at Blackpool Aspire Academy: **Information Report (2021-22)**

Welcome to Blackpool Aspire Academy's SEN Information Report. We hope this gives parents and carers an insight into what the academy offers for 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 SENDCo?

The SENDCo is Siân Rawson

BA Hons, PGCE, NPQSL, NASENCO

Contact via: 01253 353155

Email: admin@aspire.blackpool.sch.uk

2 Who works in the SEND department at Blackpool Aspire Academy?

SENDCo: Siân Rawson, Assistant Headteacher

Assistant SENDCo: Mary Boyes

TA4: J Sykes

TA3: K Kay; J Osborne; M Sandham

TA2: L Lee; L Pearson; L Rodgers

In addition to the permanent staffing (above), additional support staff are employed to support students with 1:1 support funding.

3 What are the special arrangements in relation to COVID-19 for students with a special educational need?

All students are to return to school on a full-time basis from September 2021, as announced by the government.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

In addition to this, comprehensive risk assessments have been carried out in line with the government guidance for the full opening of schools.

Aspire Academy will be providing the following:

Students will be taught in 'year group bubbles':

- Students will have access to their relevant curriculum through planned lessons, set by their class teachers, which take into account the need to 'Build, Back Better', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Students will have access to all provisions as listed in SEND Provision section of the SEND information report. These include examples such as:
 - o activities linked to the outcomes on their Education Health Care Plans.
 - o visual supports such as visual timetables, now and next cards or task cards.
 - o coloured overlays, ear defenders and sensory items.
 - o technology where appropriate, such as Chromebooks or iPads.
 - o There will be access to resources to support emotional well-being, such as social or emotional stories.
 - o Online provisions, such iDL.
 - o Provisions, such as Handwriting, Precision Teaching, SALT activities, Lexonic, Literacy, Numeracy, Lego Therapy, Social Skills and Communication.
- Interventions will take place within the Library. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- SEND children will have access to their key member of staff, should they need time out of their classroom for any reason relating to their SEND needs. This will be done through our on-call system.
- EHCP annual reviews or meetings will be held via Google Meet/Zoom/Microsoft Teams/Telephone call with professionals and parents.

- Outside agencies will begin providing interventions within school or online via Google Meet/Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely

As stated in the government guidance:

‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education’.

Should there be a case for children to work from home, Aspire Academy will ensure:

- All students have been provided with access to revision and practice books.
- Home Learning guidance and resources are accessible via the academy’s website.
- Google classroom tasks have been set for a number of subjects where appropriate. Google Classroom live lessons will also be offered.
- Central email addresses for students, parents/cares to contact teaching staff to request further support.
- Work set will take in to account the needs of the pupils in their classes.
- Teachers will check online work to gauge how well pupils are progressing through the curriculum.
- Weekly wellbeing contact will be made with families via a telephone call.
- A member of the SEND Team will contact families to provide support and resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Links will be available to the Oak National Academy specialist content for pupils with SEND. This will be on the SEND section of the website. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This

will complement the other remote education resources set by the teacher.

These may be suggested by a member of the SEND Team.

- We will provide printed resources, such as workbooks/worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and email or telephone calls will allow conversations to be had between staff and parents. The SENDCo can be reached at admin@aspire.fcat.org.uk

Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

External agencies will become involved if necessary following the usual graduated response process.

Transition

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. Aspire has engaged in handover meetings with the primary school Year 6 teachers as well as the SENDCo and Safeguarding Lead where relevant. We also continue to work alongside our primary colleagues to ensure that the information required is shared and any children needing enhanced support will receive it.

4 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 therapy and to work with staff to improve communication and planning as part of the Quality First Teaching offer.
- 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.
- Specialist 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.

5 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 SEND 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. Parents may contact a child's form tutor or contact the SENDCo directly if they feel this is more appropriate.
- 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.

6 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 a full range of National Curriculum subjects. This broad and balanced learning experience allows our students with special educational needs to discover their own unique strengths and talents 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.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - Classroom observation by the senior leadership team, the SENDCo, and external verifiers
 - Ongoing assessment of progress made by pupils with SEND
 - Work sampling and scrutiny of planning to ensure effective matching of work to student need

- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records.
- 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.

7 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 Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015):
 - **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, 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, aptitude, or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- 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. The Academy also has a named School Nurse Specialist Practitioner.
- All SEND students are allocated a key worker from the SEND team.
- Our vulnerable students also have access to a case 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 case 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.

8 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 in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Students who are not making expected progress are identified very quickly. Additional action to increase the rate of progress will then be identified and recorded through termly progress meetings.
- All 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 Parents' Evenings for parents and carers to come and discuss the progress being made.
- 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.

9 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.

- A designated teacher from the academy meets with Y6 teachers from the primary school and discuss each child's strengths and needs. Primary school SEND records are requested.
- We listen carefully to guidance from primary school staff. Where they suggest students are buddied together we endeavor to place those students in the same tutor group.
- During Open Evening in the autumn term staff from the SEND Department are on hand to discuss our provision for students with special educational needs and answer any queries.
- The academy provides an extensive transition programme in the Summer Term to support transition for new Year 7 students.
- Additional transition activities are put into place for identified students, which may include those with SEND.

Transition to Post 16 Education, Training, and Adulthood.

- We instill 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.
- Parents may like to access the National Careers Service website, <https://nationalcareersservice.direct.gov.uk/>, or examine options identified in the local offer published by the local authority which sets out details of SEND provision and support available to young people with SEN and disabilities to help them prepare for adulthood.

- Our Year 9 students take part in an Options Evening 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 SEND department 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.
- Where a student has an Education, Health and Care Plan, all reviews of that Plan from Year 9 onwards will include a focus on preparing for adulthood, including employment, independent living, and participation in society.

10 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 therapy.
- We maintain good links with Health. In addition to having an 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, Social Emotional and Mental Health, and Physical and/or Sensory Impairment.

11 How can parents and carers contact external services?

Contact details for the services in the Blackpool/Fylde and Wyre Local Offer can be found here: <http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/service.page?id=ZB6A8myrsBA>

Contact details for the services in the Blackpool SEND Local Offer can be found here: <https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool>

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 476553

Deaf text: 07796994908

E Mail: local.offer@blackpool.gov.uk

12 How are parents and students included and valued in the Academy?

Parent and student views are valued and essential, and parent aspirations are central to the assessment and provision that is provided by the school. Parents and students 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:

- 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, Assistant SENDCo and Higher Level teaching Assistants (TA4) 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 specialist SEND staff to complete individual Pupil Passports to help their teachers to meet their needs as part of the Quality First Teaching
- Pupil Passports are intended to identify the pupil's abilities and strengths, their personal aims, and the action they require the school to take in order to reduce barriers to learning and social success. They are reviewed on a termly basis in line with the schools assessment calendar. These passports are easily viewed via the Class Charts programme in school.

- For 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.

13 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.
- The effectiveness of provision for individual students who require additional SEND support is monitored via an assess plan do review model:
 - Assess – data on the student will be collated in order to make an accurate assessment of the student’s needs
 - Plan – if review of the action taken indicates that additional or different support will be required, then the views of all involved will be attained and the appropriate evidence-based interventions identified, recorded, and implemented
 - Do – SEND support will be recorded and a clear set of outcomes identified, taking into account academic and developmental targets and student and parent aspirations
 - Review – progress towards these outcomes will be tracked and reviewed termly, and next steps identified.
- Where appropriate, the academy will oversee and support the application for statutory assessment of SEN
- 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.
- Parents and carers can also give feedback at our Parents' Evenings with subject teachers.

14 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.
- Our Accessibility Plan, available on the FCAT website, describes the actions the school has taken to increase access to the environment and the curriculum.
- Special equipment is provided when need is identified and resources are allocated.
- Pupils with a disability will be provided with reasonable adjustments, such as auxiliary aids and services, to overcome any disadvantage experienced in schools and increase their access to the curriculum.
- Pupils with medical needs will be provided with a detailed Individual Health and Care plan. All medicine administration procedures adhere to the Department of Education guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014.
- The medical room includes hand washing facilities and a lockable storage area. There is a toilet in the medical room.
- We have Specialist School Nurse Practitioner offering practical medical advice and drop-ins for health issues.

- In practical subjects such as PE, we will ensure the facilities can be accessed by our students with special educational needs and that the lesson is differentiated to meet any 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 Evolve Visits Coordinator and delivered by group leaders/responsible staff.
- The school ensures that it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15 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. 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 school nursing team is available and offers updates and training where needed. Updates are made available to staff, by the SENDCo, via staff briefings.
- Meetings are held with the teachers of individual students in order to share expertise about the provision of effective support.
- Training is also provided by the Local Authority Inclusion Team.

16 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 SEND Department.
- During lunch times, the SEND Department 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 Discovery Zone and Student Services areas 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.

17 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.

18 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

<https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool>

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

19 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:

- Assistant Headteacher - SENDCo and Safeguarding Lead
- Deputy Headteacher – Behaviour and Attendance
- Heads of Year
- Caseworkers
- Attendance Officers
- Pupil Welfare Officer
- School Nurse Practitioner

- IMPACT Unit manager
- TA4 and TA3s.