



**Aspire Academy**

**SEND Information Report 2023-24**

Welcome to Blackpool Aspire Academy's SEN Information Report. Aspire Academy is a non-selective secondary school and is part of the Fylde Coast Academy Trust (FCAT). Our aim is to create a culture where quality teaching and learning is at the heart of what we do. This also underpins a quality education where all pupils are cared for, valued, respected and supported to succeed to the best of their ability. We work with parents/carers and external agencies to ensure we provide a safe and supportive environment. Our curriculum is designed to be ambitious and inclusive, so that it meets the needs of all our pupils to promote positive outcomes. At Aspire, we believe that educational inclusion is about providing equal opportunities for all students regardless of age, gender, ethnicity, impairment, attainment and background

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. There is also a SEND policy, which can be found on the school website.

#### **Who is the SENDCo?**

- The SENDCo is Mrs S Rawson, BA Hons, PGCE, NPQSL, NASENCO, Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
- Contact via: 01253 353155
- Email: [admin@aspire.fcat.org.uk](mailto:admin@aspire.fcat.org.uk)

#### **Who works in the SEND department at Blackpool Aspire Academy?**

- **SENDCo:** Mrs S Rawson, Assistant Headteacher
- **Assistant SENDCo:** Mrs M Boyes
- **TA4:** J Sykes (Y10, Y11)
- **TA3:** K Kay (Y7); H Reid (Y8); D Wood (Y9);
- **TA2:** L Lee; L Pearson; K Harley
- In addition to the permanent staffing (above), additional support staff are employed to support students with 1:1 support funding.

#### **What is the SEND profile at Aspire?**

- In 2022-23 academic year, Aspire's SEND profile is as follows:
- Education Health and Care Plan (EHCP) – 13
- SEND Support Plan (K) - 154

### **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' are the same.
- 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, scaffolded and adapted for individual needs.
- Where appropriate, classroom-based support and intervention takes place in one to one, small group or whole class settings.
- Intervention sessions are also taught by subject teachers and these can take place before, during or after the school day. These are often in smaller groups.
- 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 High Quality 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 or Chromebooks available to enhance the independence and learning of identified students with handwriting, recording, or specific learning difficulties. Additionally, reading pens are available as well as a range of other resources.
- 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.

### **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):
  1. **Communication and interaction**
  2. **Cognition and learning**
  3. **Social, emotional and mental health**
  4. **Sensory and/or physical needs**

- The universal provision for all pupils at Aspire Academy will be Quality First Teaching (QFT). At Aspire 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.

### **Universal Plus**

- Pupils who may require some small adaptations to the curriculum may be identified at 'Universal Plus' level. With these reasonable adjustments, these pupils remain at age expected levels when their progress is analysed. These pupils will be recorded on the Universal Plus Register. Provision will be reviewed at each data collection.
- Universal Plus pupils will have a Pupil Passport (one-page profile), which is used to tell teachers information about the pupil, including strengths and difficulties, their barriers to learning, any reasonable adjustment they may require. A Pupil Passport is written as a person-centred document, which involves writing in the pupil's voice. A Pupil Passport is updated at least annually.
- The graduated assess, plan, do, review model will be used to ensure that the adaptations are ensuring the pupil remains at age expected levels.

### **SEND Support Plan (K Coded)**

- Pupils identified as requiring provision that is additional to and different from their peers are identified as requiring SEND support. These pupils will be on the SEND register (K coded) and will have a Pupil Passport, as well as a Learning Plan which will identify areas of strengths, concern and individual targets. It will also contain the strategies and provisions/interventions required to achieve the targets and overcome any barriers to learning.
- These plans will be reviewed termly with parents/carers, pupils and staff as part of the assess plan do review cycle.
- Following the assess, plan do review cycle, it may be appropriate to progress to an Education Health and Care (EHC) Needs Assessment to support more complex needs. The SENDCo/Assistant SENDCo will coordinate the necessary specialist support and prepare the assessment documentation for the assessment panel. The assessment panel is an external body of professionals who make the decision based upon all the evidence from all of the professionals whether it is appropriate to have an Education Health and Care Plan (EHCP) issued or remain on SEN support.

### **Education Health and Care Plan EHCP (E Coded)**

- A small number of pupils at Aspire Academy will have an Education, Health and Care Plan (EHCP). EHCPs include detailed information about the pupil's needs, the arrangements to support the pupil,

identified provisions and agreed outcomes for the end of the pupil's current key stage. All EHCP's are available for Aspire staff.

- These pupils will be on the SEND register and will have a detailed Pupil Passport as well as a Learning Plan which will be reviewed termly with parents/carers, pupils and staff as part of the assess plan do review cycle.
- Pupils with an EHCP will have clear and detailed SMART targets to meet the outcomes identified in the EHC Plan. The EHC Plan is reviewed annually. The Annual Review is the statutory process of looking at the needs, provision and outcomes specified in the EHC Plan, and deciding whether these need to change. The Annual Review will include parents/carers, pupil as well as the SENDCO. The multi-disciplinary team supporting the young people will be invited to attend the review and provide advice.
- 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, a Counsellor and SHINE Early Mental Help Professionals.
- All SEND students are allocated a key worker from the SEND team.
- Some vulnerable students also have access to a Case worker.
- Where appropriate a Health Care Plan (not to be confused with Education Health and Care Plan EHCP) 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.
- The wider team of pastoral staff all support students in developing socially and emotionally as well as academically. The support of a 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.
- Wider curriculum opportunities are available to all students including children with SEND.
- We recognise that sometimes students might have an additional emotional or social need that is unconnected to a learning difficulty. Our caring and experienced pastoral team are able to offer emotional and social support and signpost students and families to services such as bereavement counselling.

### **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 (CATS) 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.
- Additionally, students in Year 7, 8, 9 and 10 are assessed via the New Group Reading Test (NGRT).
- Further testing through the use of other standardised tests are decided by the SENDCo, who has the CPT3A qualification.
- 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. Students who are a non-routine admission are also tested upon entry.
- We identify and assess pupils through the graduated approach, as outlined in the SEND Code of Practice. Aspire Academy follows the Assess-Plan-Do Review approach to managing and supporting pupils with additional needs. Parents/carers and pupils are involved at all stages to ensure that individual needs are met.

### **What should I do if I think my child has a special educational need?**

- Your main point of contact can always be your child's Form Tutor who will be able to discuss your concerns. If you need to speak with other staff members, such as Heads of Year, Subject Teachers, Subject Leads and Directors, or the SENDCo, then the Form Tutor will be able to help you arrange this. Or you can contact [admin@aspire.fcat.org.uk](mailto:admin@aspire.fcat.org.uk) who can direct your email to the appropriate person.

### **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. Our curriculum is designed to be ambitious and inclusive. 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 needs, 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 scaffolded and adapted 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 SEND support.
  - Attendance and behaviour records.
  - Staff SEND briefing twice weekly, as well as teaching and learning briefings twice weekly.
- Where appropriate classroom-based support and intervention can take place in one to one, small group, or whole class settings.
- Intervention sessions are delivered on a carousel basis, so student's do not miss too much of the same curriculum time.

### **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.
- Learning Plans will identify areas of strengths, concern and individual targets. It will also contain the strategies and provisions/interventions required to achieve the targets and overcome any barriers to learning.
- These plans will be reviewed termly with parents/carers, pupils and staff as part of the assessment plan review cycle.
- 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 twice a year to ensure they are up to date with how their child is performing across the curriculum. The academy issues two interim reports.
- The academy holds Parents'/Carers' 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.

**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.

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

The SEND 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
- Behaviour Team
- SEND Team (Assistant SENDCo, TA4/TA3).

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

- The academy operates 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.
- The SENDCo is able to refer to Single Point of Access for: NHS Mental Health Services (Blackpool Child Psychology Service, CAMHS (up to age 18years), Youtherapy (11-25 years) or CASHER (up to 18 years- 18+ if not suitable for adult MH teams); School Nursing Team; Speech and Language Therapy; and the Neuro Developmental Pathway.
- 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.

### **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 Aspire staff and parents in decision making and intervention planning.

- Finding out what is important to the child through person-centred planning meetings and reviews. This also done via a pupil Passport.
- Learning Plans will be reviewed termly with parents/carers, pupils and staff as part of the assess plan do review cycle.
- 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 regularly 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.

#### **How are the school governors involved and what are their responsibilities?**

- The SENDCo reports to the governors annually to inform them about the progress of pupils with SEND; this report does not refer to individual pupils as confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets with the SENDCo. This 'SEND link governor' also reports to the governing body, to keep all the governors up to date with SEND at Aspire. The current link governor is Mrs Sarah Matthews. She meets with the SENDCo each term, or more often if necessary to discuss matters relating to SEND.

#### **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.

#### **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 after school 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 adapted to meet any needs. Further advice can also be sought via specialist staff at Highfurlong, next door to Aspire.
- 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 pastoral team member of staff 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.

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

- The Academy operates a twice weekly SEND briefing to keep staff abreast of latest SEND information.
- 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.

**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 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 Attendance Office 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 for SEND students 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.

**What support will there be for my child’s overall well-being? What is the pastoral, medical and social support available in the school?**

- Aspire operates a tutor system, which means that pupils are placed in form groups and pastoral guidance and care is provided by a form tutor who stays with them for their five year journey through high school. This encourages communication with parents/ carers and enables the member of staff to get to know their form group very well. This system also means that pupils are able to share their experiences and provide support for pupils experiencing the same changes and transitions as themselves.

- Form Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being. Each year has a Head of Year who works closely with the Form Tutors and Caseworkers, as well as the wider pastoral team.
- Pupils who struggle with social situations are provided with a quiet space to go during lunchtimes, break times and before school, where they are supported staff to manage unstructured social time.
- If a pupil is unwell during the school day, then they will be sent to Reception. If the pupil is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.
- In a medical emergency, a member of staff who is first aid trained will attend urgently, or may call for an ambulance if the pupil requires hospitalisation. Pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year. All medicine administration procedures adhere to the Department of Education guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014.

#### **What support is there for behaviour, avoiding suspension and increasing attendance?**

- The school uses a positive behaviour system. Rewards are given to pupils which are recorded using ClassCharts. These rewards also are linked to an end of year trip. There are sanctions for poor behaviour, which are outlined in the school behavior policy. Pupils can receive sanctions such as detention, internal suspension or fixed term suspension. However, if a pupil is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.
- The Head of Year and Attendance Officer help parents/carers manage their child's attendance at school and can offer support. The Attendance team comprising the Deputy Headteacher and the Pupil Welfare Officer monitors attendance, oversees legal action against parents/carers whose children do not attend school helps liaise with outside agencies who can support families in difficult situations.
- The Heads of Year work with pupils when their learning is affected by their behaviour providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies relevant to improving emotional, social and mental health.

#### **How will my child be able to contribute their views?**

- Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active Student Parliament, where pupils are elected each year to represent their peers. The Student Parliament consults on school linked initiatives, leads on charity activities at school and is able to express pupil views to senior leaders throughout the school year.
- Panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a pupil takes part in an intervention programme, then they will contribute to viewing their progress.
- SEND pupils also have a Pupil Passport (one-page profile), which is used to tell teachers information about the pupil, including strengths and difficulties, their barriers to learning, any reasonable adjustment they may require. A Pupil Passport is written as a person-centred document, which involves writing in the pupil's voice.
- If your child has an EHCP, their views will be sought before any review meetings.
- Pupils may contact their Head of Year in confidence via secure email found within their school email accounts.

#### **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.

#### **How does the Local Authority support children, young people and families of children with a special educational need? How can parents and carers contact external services?**

Find out more about the Blackpool / Area Wide Local Offer:

Contact details for the services in the Blackpool/Fylde and Wyre Local Offer can be found here:

<https://www.fyidirectory.co.uk/>

Contact details for the services in the Blackpool SEND Local Offer can be found here:

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



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](mailto:local.offer@blackpool.gov.uk)

Contact details for Blackpool SENDIASS Special Educational Needs and Disability (SEND) Information, Advice Support Service (IASS) exists to help parents and carers of children who have, or may have, special educational needs and/or disabilities; and children and young people themselves, in matters relating to their Education, Health or Social Care provision.

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