Special Educational Needs and Disability (SEND) Report

Person responsible for the report:	SENDCo: Mrs S Rawson Contact details: admin@aspire.fcat.org.uk
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Next review:	September 2027

Introduction

Aspire Academy is dedicated to providing an inclusive and welcoming education for all learners, enabling pupils with Special Educational Needs and Disabilities (SEND) to be 'the best they can be,' now and in the future. We highly value our partnerships with our parents/carers and external agencies. Our approach is firmly based on the guidance provided within the SEND Code of Practice. 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, underpinning a quality education where all pupils are cared for, valued, respected and supported to succeed to the best of their ability. Our curriculum is designed to be ambitious and inclusive to meet the needs of all our pupils and promote positive outcomes.

This SEND Information Report aims to offer parents/carers and pupils an insight into our academy's provision for pupils with SEND. We hope it provides you with a clear understanding of the support and opportunities available.

If you have any questions about the information contained in this report, please do not hesitate to contact our school SENCO, **Mrs S Rawson**, at **01253 353155** or **admin@aspire.fcat.org.uk**. There is also a SEND policy, which can be found on the school website.

1. What kind of SEND needs can be met at Aspire Academy?

Aspire Academy is an inclusive academy where we endeavour to support the needs of all learners across the full range of Special Educational Needs. These include, 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**

2. How does the school identify and assess children and young people with Special Educational Needs and who is responsible for overseeing this process?

At Aspire Academy, we use a variety of information to help us identify and assess pupils with Special Educational Needs. Students with a special educational need are usually identified during the Year 6/7 transition period.

Our methods for identification and assessment include:

- **Information from parents/carers**. We encourage all parents and carers to contact us and raise any concerns they may have about their child's learning needs.
- **Pupil voice**.
- **Transition information from feeder schools**. A designated teacher meets with Year 6 teachers from primary schools to discuss each child's strengths and needs, and primary SEND records are requested.
- **First concerns raised by teachers and TAs**. All academy teachers are responsible for liaising with the SEND team to raise concerns about additional needs.
- **Screening tools**. All students are assessed using Cognitive Ability Tests (CATS) shortly after entry, which evaluate verbal, non-verbal, quantitative reasoning, and spatial ability. Students in Years 7, 8, 9, and 10 are also assessed via the New Group Reading Test (NGRT). Further standardized tests are decided by the SENCO.
- **Advice from specialist teachers and other professionals**, such as educational psychologists. The academy will refer to external agencies for further assessment or diagnosis as appropriate following consultation with parents/carers.
- **Meetings for new students** joining mid-year, where existing special educational needs are discussed, and non-routine admissions are tested upon entry.

We identify and assess pupils through the **graduated approach**, as outlined in the SEND Code of Practice, following the Assess-Plan-Do-Review (APDR) approach. Parents/carers and pupils are involved at all stages to ensure individual needs are met. Parents/carers are informed if a child is receiving special educational needs support.

Our SENCO is Mrs S Rawson, who is also an Assistant Headteacher. She holds a BA Hons, PGCE, NPQSL, NASENCO, and a Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A). She leads the identification and assessment processes. Her contact details are **01253 353155** or **admin@aspire.fcat.org.uk**. The SEND department also includes an Assistant SENDCo, Mrs M Boyes, and various Teaching Assistants.

3. What opportunities are provided for parents and carers to be consulted regarding the identification and support of their child's Special Educational Needs?

We provide many opportunities for parents and carers to be fully involved in the identification and support of pupils with Special Educational Needs. Parent and student views are valued and essential, and parent aspirations are central to the assessment and provision.

These opportunities include:

- **Progress Evenings**: Parents and carers of all pupils are invited to Progress Evenings to discuss their child's progress. The pupils' subject teachers and their form tutor are usually present, and the school's SENCO and Assistant SENCO will also be available.
- **Progress Reports and Data**: At Key Stage 3, parents/carers can check on their child's progress throughout the year on My Child at School (MCAS) as the knowledge and skills trackers for the curriculum are updated regularly throughout the academic year. At key stage 4 there are two reports that parents/carers will receive during the academic year
- **Direct Communication Channels**: The first point of contact is the pupil's class teacher or form tutor, who can be reached for informal discussions by arranging a time. For more specific SEND related discussions, parents/carers can contact the SENCO. Home-school communication is achieved through various ways including the student planner, letters, text, telephone calls, and meetings. Home visits are also conducted where needed.
- **Parent/Carer Drop-Ins and Workshops**: The school organizes events and workshops throughout the year.
- **Questionnaires**: To ensure our support is as effective as possible, we seek parents/carers' views through surveys and questionnaires. Their feedback helps us evaluate our SEN support and identify areas for improvement.
- **Developing and Reviewing Pupils' SEND Support Plans**: Parent/carer input is crucial and actively supported in the development, review, and updating of their child's support plans. This means parents/carers can share their perspectives, discuss targets, and collaborate with the school on effective strategies. These meetings may take place virtually or in person. Learning Plans are reviewed termly with parents/carers, pupils, and staff as part of the assess-plan-do-review cycle. Parents and students are included in the Assess-Plan-Do-Review cycles.
- **Annual Reviews for pupils with an EHCP**: For pupils with an EHCP, a formal review of each pupil's EHC plan will take place with parents/carers at least 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. Parents/carers are key stakeholders in this review process, which is conducted using a person-centered approach. Documentation is shared in advance, and meetings are held at mutually agreed times. Summary advice is sent to the Local Authority, the parent/carer, and relevant agencies. Reviews can be requested by parents and carers at any time.
- **Accessibility of Information**: We are committed to ensuring that all information about SEN is clear, easy to understand, and accessible to everyone. If parents/carers require information in a different format, such as in a different language or in large print, we will make the necessary adjustments.

4. How does the school involve pupils with Special Educational Needs in decisions relating to their education?

We consult with our pupils with SEN and involve them in decisions in their education in many ways, as their views are highly valued.

These include:

- **Regular discussions with key staff**: All pupils have regular opportunities to communicate their feelings, learning, and needs to familiar staff. These include teachers, form tutors, TAs, pastoral staff, heads of year, the SENCO and if appropriate, external agency staff such as a specialist teacher or SALT.
- **Choice and Decision-Making Opportunities**: Pupils have opportunities to make choices relating to their learning during lessons, extracurricular clubs, and future choices such as selecting options in Year 10.
- **Self-Advocacy Support**: Pupils are supported to communicate and express their views appropriately for their age and developmental stage, for example, sharing their learning, aspirations for their future, in preparation for an interview, or when seeking advice.
- **Accessibility of Information**: Pupils are provided with accessible information to enable them to demonstrate their learning, e.g., using task plans to support written materials.
- **Feedback and Evaluation**: Through the graduated approach to meeting need, pupils' views are sought regarding their learning, for example, the effectiveness of the support they receive and/or the need for additional support.
- **Person-Centred Reviews**:
    - **Learning Support Plans**: All pupils on the SEND register are supported to contribute towards the development and review of their Learning Support Plans. Pupils work closely with specialist SEND staff to complete individual Pupil Passports (one-page profiles) to help their teachers meet their needs. Pupil Passports identify abilities, strengths, personal aims, and actions required from the school to reduce barriers to learning and social success, and they are written in the pupil's voice. Learning Plans are reviewed termly and Pupil Passports are reviewed annually.
    - **Annual Reviews**: Pupils with an EHCP are supported to contribute towards the development and review of their plan as part of the annual review process. Pupils are supported in an appropriate way for their age and developmental stage. Their views are sought before any review meetings.
- **Representation in School Decision-Making**: Pupils with SEND are supported and encouraged to apply for leadership positions in school and/or are representatives on our school council. The school has an active Student Parliament and Junior Leadership Team where pupils are elected each year to represent their peers, consult on school initiatives, lead charity activities, and express pupil views to senior leaders. Panels regularly involve pupils in the school's interview process for new staff.
- **Pupil Voice Questionnaires** actively seeks viewpoints on a range of topics, with results used by the Senior Leadership Team to develop the whole school improvement plan.
- **Raise My Concern** link on the website allows pupils to concerns in confidence via secure email accounts.

5. How does the school assess and review the progress of children with Special Educational Needs?

The school assesses and reviews the progress of pupils with Special Educational Needs through a variety of methods to ensure that support is effective and tailored to individual needs. We have high expectations of the progress our students with special educational needs can make, setting progress targets in line with national measures.

Our assessment and review processes include:

- **Regular Monitoring**: Teachers and support staff continuously monitor pupil's progress through formative assessment such as observations and questioning. This includes supporting pupils to contribute to assessments by learning to reflect on their own understanding. Students who are not making expected progress are identified quickly.
- **Summative and Formal Assessments**: Pupils participate in the school's regular formal assessment schedule, with adaptations made as necessary to ensure accessibility. This includes formal examinations at the end of Year 11.
- **SEND Support Plans**: For pupils on the SEN register, progress towards their specific targets detailed in their SEN support plans is tracked and reviewed as part of our termly Assess, Plan, Do, Review (APDR) cycles. Learning Plans identify areas of strengths, concern, individual targets, and the strategies/provisions required. At least termly, these are reviewed with parents and carers and discuss the effectiveness of interventions.
- **Annual Reviews**: For pupils with Education, Health and Care Plans (EHCPs), annual reviews are conducted to evaluate progress towards the end of key stage outcomes outlined in the plan, review the appropriateness of the provision, and make any necessary amendments. Reviews are carried out in line with statutory guidance. Advice is provided by the academy, external agencies, the student, and the parent/carer. Documentation is shared in advance, and meetings are held at mutually agreed times. Students are always encouraged to participate. The EHC Plan is reviewed annually.
- **Use of Data**: We use a range of data, including screening and assessment results (e.g., CATS, NGRT) and internal progress tracking systems, to inform the review process and identify areas where additional support or adjustments may be needed.
- **External Agency Involvement**: Where appropriate, we work with external agencies, such as educational psychologists, speech and language therapists, and other specialists, to obtain further assessments and advice.
- **Stakeholder Views**: The views of the pupils and their parents/carers are central to the assessment and review process.
- **Communication with Parents and Carers**: At Key Stage 3, parents/carers can check on their child's progress throughout the year on My Child at School (MCAS) as the knowledge and skills trackers for the curriculum are updated regularly throughout the academic year. At key stage 4 there are two reports that parents/carers will receive during the academic year. The academy holds Progress Evenings for parents and carers to discuss progress. Reviews can be requested by parents and carers at any time. Key staff are available to discuss individual students by appointment to ensure privacy and confidentiality.

6. How does the school support the transition of pupils with special educational needs between each phase of education? As part of this work how are pupils prepared for adulthood?

We recognise transition can be a challenging time for all pupils but especially so for many pupils with Special Educational Needs. To support times of transition we work hard to:

- **Plan early** involving the pupil at the centre of all planning.
- **Find out and share information**, about pupils' needs, from parents/carers, previous settings and where possible the pupil themselves. A designated teacher from the academy meets with Year 6 teachers from primary schools to discuss each child's strengths and needs, and primary school SEND records are requested. We listen carefully to guidance from primary school staff.
- **Hold transition meetings** for example with feeder primary schools, sixth form colleges and AP settings.
- **Support visits to new settings**. The academy provides an extensive transition programme in the Summer Term to support new Year 7 students. Additional transition activities are put into place for identified students, which may include those with SEND.
- When a need is identified, **create individualised transition plans**, which may include strategies such as social stories, extra visits and strategies to reduce anxiety.
- **Collaborate with external agencies**.
- During Open Evening in the autumn term, staff from the SEND Department are available to discuss provision.
- Where primary schools suggest students are buddied together, we endeavour to place those students in the same tutor group.
- 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.

Preparing Students with SEND for Adulthood We prepare students with SEND for adulthood in many ways including:

- **Developing independence skills** from the time the pupil begins their journey in Year 7, instilling the importance of effort, good attendance, punctuality, readiness to learn, and respect.
- **Explicitly teaching personal and social skills** through our PSHE curriculum and personalised support.
- **Offering careers guidance from Year 7**.
- **Helping to raise aspiration and awareness of opportunities beyond school**, including work, education and training opportunities. A specialist Post-16 event is held, open to any student and their parent/carer, with colleges and training providers attending. Our Year 9 students take part in an Options Evening which includes local employers, colleges, and training providers.

- **Building links with post-16 providers**. Follow-up drop-in visits are made by colleges to support potential students in completing applications, and the academy also offers this support. The academy supports some of our students in attending taster visits to post-16 providers.
- **Providing work-related experiences and/or opportunities to develop academic and/or technical skills** as part of FCAT's Compass Curriculum, offered to all pupils in Year 10-11.
- **Encouraging participation in community activities** and the development of social relationships.
- **Ensuring EHCP reviews focus on adulthood**, including employment, independent living, and participation in society. Parents may access the National Careers Service website or examine options in the local offer published by the local authority.

7. What is the school's approach to teaching children and young people with Special Educational Needs to ensure progress?

We are committed to ensuring that all pupils, including those with Special Educational Needs (SEN), make at least good progress. We achieve this through a **graduated approach to provision**, supported by Assess, Plan, Do, Review (APDR) cycles. Our curriculum is designed to be ambitious and inclusive, meeting the needs of all pupils and promoting positive outcomes.

Our graduated approach involves the following stages:

1. **High-Quality Adaptive Teaching and a Trauma-Informed Approach**: This forms the foundation of our provision for all pupils. Teachers adapt their practice to meet the needs within the classroom, including pupils with SEN. If a pupil's needs are met through this approach, universal provision continues. At Aspire Academy, Quality First Teaching (QFT) includes the use of evidence-based research and adaptive teaching strategies to improve outcomes for students with SEND.
2. **Universal + Provision**: For pupils requiring additional support, we implement Universal + Provision. This involves further adaptations and close monitoring. With these reasonable adjustments, these pupils remain at age expected levels, and their provision is reviewed at each data collection. Universal Plus pupils have a Pupil Passport (one-page profile) to inform teachers about their strengths, difficulties, barriers to learning, and reasonable adjustments; this is written in the pupil's voice and updated annually. The APDR model is used to ensure adaptations are maintaining age-expected levels.
3. **Targeted SEN Support**: Pupils requiring support that is "different from or additional to that normally available to pupils of the same age" receive Targeted SEN Support. These pupils are placed on the SEN register (K coded) and have a SEN Learning Support Plan. This plan details specific, time-limited interventions. Progress is reviewed at least termly with parents/carers, pupils, and staff, using the APDR cycle. If outcomes are met, pupils may return to universal provision. If not, targeted support continues, and we may seek advice from external agencies.

4. **Specialist SEND Support**: For pupils with complex needs, we may initiate an Education, Health and Care Plan (EHCP) needs assessment. Pupils with an EHCP are also on the SEN register (E coded) and have a Specialist Support Plan, outlining the provision specified in their EHCP. Progress is reviewed at least termly, including an Annual Review with parents/carers, pupils, and relevant external agencies. If the pupil meets the outcomes in their EHCP, the plan may cease. If the school cannot meet the needs outlined in the EHCP, an emergency Annual Review will be convened to seek further specialist advice. The academy works within examination board guidelines to put appropriate access arrangements into place.

We believe that collaboration with parents/carers is essential at all stages of this process. The APDR cycle ensures that assessment, planning, implementation, and review are conducted in partnership to ensure that support is effective and responsive to individual needs.

The quality of classroom teaching for pupils with SEND is monitored through:

- Classroom observation by the senior leadership team, the SENCo, 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.
- Pupil and parent feedback on the quality and effectiveness of SEND support.
- Attendance and behaviour records.
- Staff SEND briefing weekly, including teaching and learning.
- Intervention sessions are delivered on a carousel basis to minimize missed curriculum time.

8. How are adaptations made to the curriculum and the learning environment to accommodate the diverse needs of children and young people with Special Educational Needs?

Adaptations are made to the curriculum and the learning environment by carefully considering each pupil's individual needs and making changes to how we teach and the learning environment.

This includes:

- **Explaining things clearly** and when appropriate breaking down learning into smaller parts (direct instruction).
- **Teaching strategies** to help pupils plan, check their understanding, and become a more independent learner (meta-cognitive strategies).
- **Offering scaffolding** to support learning, for example visual aids or sentence starters, which are gradually removed as your child becomes more confident.
- **Using various ways of grouping children** for learning.

- **Using technology**, for example special software or communication devices to help pupils access learning and participate fully. Laptops, Chromebooks, and reading pens are available.
- When necessary, learning is supported by **interventions** to ensure pupils make progress from their starting points. Classroom-based support and intervention can take place in one-to-one, small group, or whole class settings. Intervention sessions are also taught by subject teachers, sometimes before, during or after school in smaller groups.
- **Considering and making reasonable adaptations to the learning environment** to ensure our curriculum is accessible to all. This may include physical aids and adaptations for example adapted seating plans, adjustable tables and/or adapted seating. Our learning environment is emotionally supportive and Trauma Informed. We strive to create spaces that are welcoming for pupils with diverse needs, where the building is made accessible through reasonable adjustments.
- **Specialist equipment is provided** when need is identified and resources are allocated.
- For pupils with an EHCP, we provide **individualised support** based on their specific needs, as detailed in their plans. For pupils on the SEND register, individualized support is provided as detailed in their SEND support plans.
- Our curriculum is broad and balanced and adaptive to meet pupils' needs.
- The deployment of teaching assistants is strategic and focused on maximizing their impact on pupil learning and inclusion. They work collaboratively with teachers to implement planned support and facilitate access to activities.
- We make adaptations by assessing pupil's needs, planning for adaptions, making these adaptions, and checking regularly if it's working and making changes as needed. Our Accessibility Plan (on the FCAT website) describes actions taken to increase access to the environment and curriculum.

9. What expertise and training do staff receive to support pupils with Special Educational Needs? How does the school secure specialist expertise when needed?

Our staff receive comprehensive training and development to support pupils with Special Educational Needs:

- We operate a **trauma-informed** approach.
- An **outward mindset** is fostered among staff.
- There is **regular training from the SENCO and specialists**.
- The academy operates a **weekly SEND briefing** to keep staff abreast of the latest SEND information.
- Each teaching and non-teaching member of staff receives **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** delivered through a mix of in-house and external specialists.
- As part of the Fylde Coast Academy Trust (FCAT), 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.
- Meetings are held with the teachers of individual students to share expertise about the provision of effective support.
- Training is also provided by the **Local Authority Inclusion Team**.
- The SENCO, Mrs S Rawson, holds specific qualifications including NASENCO and CPT3A. The Assistant SENDCo and the Assistant SENCO, Higher Level Teaching Assistants are trained in leading person-centred planning meetings.
- The school ensures that it has **sufficient staff expertise** to ensure that no child with SEND is excluded from any school provided activity.

To secure specialist expertise when needed, the school employs a graduated approach to intervention:

- We buy in services from **SHINE Therapy to deliver communication, speech and language therapy** and to work with staff.
- We maintain good links with **Health**, including an academy nurse, paediatric nurses, ADHD nurses, Children and Adolescent Mental Health Services (CAMHS), and Speech and Language Therapists. The academy also has a named School Nurse Specialist Practitioner, a Counsellor, and SHINE Early Mental Help Professionals.
- The SENCO is able to refer to **Single Point of Access** for various NHS Mental Health Services (e.g., Blackpool Child Psychology Service, CAMHS, Youtherapy, CASHER), School Nursing Team, Speech and Language Therapy, Neuro Developmental Pathway, Children & Young Persons Learning Disability & Neuro Team (ADHD).
- We secure support from the **local authority services**, including Educational Psychologists, specialist teachers in Autistic Spectrum Disorder, Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Sensory Processing Disorder, ADHD, Social Emotional and Mental Health, and Physical and/or Sensory Impairment.
- The academy will consult staff from a variety of **external agencies** to advise and support our provision across the range of special educational needs.
- A weekly **Student Support Panel meeting** ensures the right personnel from the Academy and external agencies are in place to support students.

10. How does the school evaluate the effectiveness of the support provided for pupils with Special Educational Needs and what measures are in place for continuous improvement?

The effectiveness of our overall provision is measured against the **progress, attainment and personal development** of pupils with SEND in all areas of their learning. The academy measures progress using nationally agreed standards.

The effectiveness of interventions for learners with SEND is measured using the **graduated approach** to SEND, following the Assess-Plan-Do-Review (APDR) model:

- **Assess**: Data on the student is collated to make an accurate assessment of the student's needs.
- **Plan**: If a review of the action taken indicates that additional or different support will be required, then the views of all involved will be attained, and 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.

Measures in place for continuous improvement include:

- 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, encouraging open conversations with the student and home about intended outcomes. We 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 Progress Evenings with subject teachers.
- The **SENDCo reports to the Local Governing Body annually** to inform them about the progress of pupils with SEND, maintaining confidentiality. **One of the governors is responsible for SEND** (Mrs S Matthews) and meets with the SENDCo each term, or more often if necessary, reporting to the governing body to keep them updated.

11. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

Pupils with Special Educational Needs are enabled to engage in school activities alongside their peers through a **whole-school commitment to inclusive practices** incorporating the environment, curriculum and extracurricular provision.

This commitment includes:

- **Environment**: Our learning environment is emotionally supportive and Trauma Informed, fostering an atmosphere of encouragement and respect for individual needs. We strive to create spaces that are welcoming for pupils with diverse needs, where the building is made accessible through reasonable adjustments. Appropriately adapted resources, including ICT, are available to support learning. Our learning spaces are high quality, structured and tidy, tailored to the age and developmental needs of our pupils. Identified students have a pastoral team member of staff who supports them in making best use of the facilities and learning on offer. The academy is fully inclusive and makes reasonable adjustments to ensure access for all. Special equipment is provided when need is identified and resources are allocated. Pupils with a disability receive reasonable adjustments, such as auxiliary aids and services, to overcome disadvantages and increase curriculum access.
- **Curriculum**: Our curriculum is broad and balanced and adaptive to meet pupils' needs. When necessary, learning is supported by interventions to ensure pupils make progress from their starting points. For pupils on the SEND register, we provide individualised support based on their specific needs, as detailed in their SEND support plans, and for pupils with an EHCP, their plans. The deployment of teaching assistants is strategic and focused on maximizing their impact on pupil learning and inclusion. They work collaboratively with teachers to implement planned support and facilitate access to activities within the curriculum. Our curriculum also provides opportunities to develop pupils' cultural capital, ensuring that all pupils, including those with SEND, have access to a rich and varied educational experience. All academy teachers are responsible for making their lessons accessible to all.
- **Extracurricular Provision**: As part of our extended curriculum offer, we actively monitor and encourage and support all pupils to participate in extra-curricular activities including clubs, school events and trips.
    - There is an exciting range of extra-curricular enrichment activities available to all students; the activities include sport, music and drama. Activities are timetabled and updated throughout the year.
    - The academy also provides many clubs and after school sessions based around our taught curriculum, designed to help students access extra tuition.
    - For all students with special educational needs in KS3 and KS4, additional after school help with homework is available.
    - During lunch times, the SEND Department runs 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.
    - All academy trips are inclusive for SEND students and follow approved risk assessment procedures.

12. What support is available for improving the emotional and social development of children and young people with special educational needs?

We understand that the emotional and social well-being of pupils with Special Educational Needs is crucial for pupils' development and learning. Our provision includes:

- Our **PSHE curriculum**, including PSHE interventions.
- **Check-ins with pastoral staff, including Caseworkers and Heads of Year**.
- A **school counsellor**.
- **Withdrawal spaces**.
- **Attendance support**. The Head of Year and Attendance Officer help parents/carers manage attendance and offer support.
- **Specific interventions**.
- **Multi-agency support**.
- **Parent/carer pastoral support**.
- The academy operates a **tutor system**, where pupils are placed in form groups with a form tutor who stays with them for five years, providing pastoral guidance and care. This encourages communication with parents/carers and allows the staff member to know their form group well. Form Tutors are the main point of contact for pastoral and social well-being. Each year has a Head of Year who works closely with Form Tutors and Caseworkers.
- Pupils who struggle with social situations are provided with a **quiet space** during lunchtimes, where they are supported by staff to manage unstructured social time.
- All SEND students are allocated a **key worker** from the SEND team. Some vulnerable students also have access to a **Case worker**.
- The wider team of **pastoral staff** all support students in developing socially and emotionally as well as academically.
- The academy works in partnership with a variety of agencies to best meet the needs of students with social, emotional, or mental health issues.
- We recognize that sometimes students might have an additional emotional or social need that is unconnected to a learning difficulty. Our caring and experienced pastoral team offers emotional and social support and signposts students and families to services.
- If a pupil is unwell during the school day, parents/carers are contacted for collection. In a medical emergency, first aid trained staff will attend or call an ambulance if hospitalisation is required. Pupils with severe allergies or other significant health/medical needs are flagged up to all staff. Pupils with medical needs will be provided with a detailed **Individual Health and Care plan**, drawn up with parents/carers, child, and medical professionals, including the school nurse practitioner. All medicine administration procedures adhere to DfE guidelines. We have a Specialist School Nurse Practitioner offering practical medical advice and drop-ins for health issues.

Measures to prevent bullying:

- We have a **robust behaviour policy and anti-bullying policy**.
- These policies include **proactive strategies to prevent bullying** of all pupils, including those with SEN.
- They include **explicit teaching of appropriate behaviour** in and out of school.

- The school uses a **positive behaviour system** with rewards recorded using ClassCharts. There are sanctions for poor behaviour, outlined in the policy, such as detention, internal suspension or fixed term suspension. If a pupil is falling significantly behind due to behaviour, additional support may be provided.
- The Heads of Year work with pupils when their learning is affected by their behaviour, providing emotional support, sign-posting to guidance, and liaising with external agencies.

13. How does the school engage multi-agency support in meeting the Special Educational Needs of children and young people and supporting their families?

As part of FCAT's graduated approach to meeting the needs of pupils with SEND, we work with a range of external agencies.

The agencies we work with include:

- **Educational Psychologists**
- **Speech and Language Therapists**
- **Occupational Therapists**
- **Specialist Teachers** (e.g., for Autistic Spectrum Disorder, Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Sensory Processing Disorder, ADHD, Social Emotional and Mental Health, and Physical and/or Sensory Impairment)
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Social Workers**
- **School Nurses**
- **Blackpool / Lancashire Local Authority**
- **SHINE Therapy** (for speech and language therapy).
- **NHS Mental Health Services** (Blackpool Child Psychology Service, CAMHS, Youtherapy, CASHER).
- The **Neuro Developmental Pathway**.
- **Children & Young Persons Learning Disability & Neuro Tea**m (ADHD)

Our multi-agency engagement is facilitated through:

- A weekly **Student Support Panel meeting** to ensure the right personnel from the Academy and from external agencies are in place to support students. Attendees include Assistant Headteachers (SENCo and Safeguarding Lead, Behaviour), Deputy Headteacher (Attendance), Director for Alternative Provision, Heads of Year, Caseworkers, Attendance Officers, Pupil Welfare Officer, School Nurse Practitioner, Behaviour Team, and SEND Team.
- Where appropriate, a **Health Care Plan** (not to be confused with EHCP) is drawn up in conjunction between parents/carers, child and medical professionals, which may include the school nurse.
- The academy refers to external agencies for further assessment or diagnosis as appropriate following consultation with parents/carers.

Parents/carers can find out more about support from the Local Authority:

- **Blackpool / Area Wide Local Offer**: Details for services can be found at https://www.fyidirectory.co.uk/.
- **Blackpool SEND Local Offer**: Contact details for services can be found at https://www.fyidirectory.co.uk/blackpool-local-offer. Local Council staff can also provide details to those without internet access.
- **Blackpool SENDIASS (Special Educational Needs and Disability Information, Advice Support Service)**: Exists to help parents/carers of children with SEN/disabilities and young people themselves, in matters relating to their Education, Health or Social Care provision. More information is available at https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.aspx.

14. What procedures are in place for handling complaints from parents/carers of children with Special Educational Needs regarding the provision made at the school?

We always aim to address any concerns parents/carers may have promptly and effectively. We work in partnership with home and listen fully to the views of our parents and carers, including any concerns or issues. We encourage parents/carers to contact the academy and raise any concerns they have as early as possible so we can work together to resolve any 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.

However, if parents/carers feel that their views have not been adequately considered, the academy has a **formal complaints policy and procedure in place**. Parents/carers can find details of this procedure on our website, and it can also be requested by parents at any time.

Date reviewed: September 2026

Date to review policy: September 2027