



## REVOE LEARNING ACADEMY SEND INFORMATION REPORT, 2025-26



### Who is the SENDCO at Revoe and how can we contact them?

Our SENDCO is Ms K. Buckley. She can be contacted on 01253 763414. You can call into RLA or phone to make an appointment if you want to see Ms Buckley or any other member of the SEND team. Thank you.

### What kinds of SEND do we provide for at RLA?

At RLA, all children are welcome and valued. Our staff is fully committed to providing the best learning experiences for all children, regardless of learning need or disability. Our aim is that every child makes good progress and fulfils their potential. Children who have special needs will fall into one or more of the four broad areas of need. They are:

- **Cognition and Learning**
- **Sensory and/ or Physical**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**

### Specialist SEND Units

Revoe Learning Academy is fortunate to have a Key stage 1 and Key stage 2 SEND Resource Provision: The Learning Gardens - for children with significant learning needs. These provisions accommodate pupils who have an Educational Health Care Plan with admission managed through the SEND team at Blackpool Council. In these provisions, the pupils have access to a bespoke curriculum to meet their individual needs but also with the opportunity to mix with their peers in areas of the curriculum they can access, such as PE and Music.

### What should I do if I have a concern or complaint about the support my child receives?

- If you are unhappy about the provision provided for your child at RLA, you should contact the class teacher in the first instance to discuss your concerns.
- If you still feel unhappy after this meeting, then you should contact the RLA office to make an appointment to see the Key Stage Leader or SENDCO.
- If this does not resolve the issue, a request to meet the Deputy Headteacher should be made.
- If your concern or complaint remains unresolved, the Headteacher will be informed and a meeting arranged to review and decide next steps, which may include liaison with the Local Authority's SEND Inclusion Team.



### How do we identify a child with SEND and how do we assess their needs?

- We hold transition meetings, visits and non-routine admission meetings with the parent and child to find out more about their qualities, strengths and needs
- Teacher and SENDCO observations
- Conversations with the child and their family
- Regular monitoring and tracking of progress following good quality first teaching
- Tests and assessments
- Monitoring and review of set targets
- Advice from specialist Seaview Trust colleagues and outside agencies, including medical professionals
- Multi agency meetings with professionals, parents and everyone involved with the child.
- Assess, Plan, Do, Review meetings, where concerns and targets are discussed with all involved.

### How do we include the child in their Education?

- Through purposeful and personalised planning and implementation of the curriculum
- Marking and feedback – children say how they feel they have completed tasks through regular self-assessment and surveys.
- Each child knows their current targets and the steps needed to achieve them.
- Through pupil voice, each child has the chance to comment on the progress they have made against their targets.
- In child centred, annual reviews for children with EHC plans, the child's contributions are discussed and acknowledged.
- Interviews and discussions.

- Consultation surveys.

### **How do we involve parents and carers and consult with them about their child's education?**

There are many opportunities for parents & carers to discuss their child's education, including:

- Operating an open door policy at RLA.
- Conducting induction sessions for Nursery and Reception aged children.
- Holding multi agency transition meetings for children with SEND from Nursery/ Early Years SEND team.
- Meet the teacher sessions early in the Autumn term.
- Hosting parent and carer's meetings.
- Providing daily end of day contact when teachers take their class to meet their parents and carers, where appointments to discuss issues can be arranged.
- Sharing information through Class Dojo
- Personalised home / school communication where required
- Annual pupil progress reports that are sent home to each parent and carer.
- Consultation surveys including Parent View.
- Drop in sessions for parents with planned opportunities to meet specialist professionals.

If you, or RLA have concerns about the progress that your child is making, we will arrange to meet you as soon as possible so that we work together to make sure that your child makes expected progress and that we continue to meet your child's needs.



### **What arrangements do we make for supporting Looked After Children who have SEND?**

At RLA, we follow set procedures for children who are looked after, making sure that the process considers and incorporates steps to ensure the additional SEND needs of the child are met. Terminology used for Blackpool Looked after children is 'Our Children'. Each Our Child will have a Personal Education Plan (PEP), which is reviewed termly.

### **How do we assess and review the progress that children make and how do we involve them and their parents and carers?**

- Classroom observations
- Regular monitoring of interventions and measuring the impact they have
- Evaluation of plan, do and review cycles.
- Child centred annual reviews- including parents, carers and the child's voice.
- Multi agency meetings where parents are encouraged to attend and contribute.
- Through the use and reporting of assessment tools across the curriculum offer.
- The use of STEPS – an assessment tool that shows small steps progress.
- Pupil progress meetings which inform regular reporting to parents and carers.
- Our children are involved in reviewing their own progress through self and peer assessment.
- Annual reports, highlighting strengths and areas to develop.



### **How do we support children with SEND as they move to high school or other SEND settings?**

- Regular meetings with our Family Support Workers, SEND teams and Year 7 representatives to share information and discuss successful strategies.
- Visits, Taster days and additional, bespoke visits when required.
- Comprehensive transitions – so that the child becomes familiar with the setting's environment.
- Liaison with the key adults and professionals who will support the child in their early days at high school / new setting.
- All information from every professional and agency working with the child is shared in the transition process.
- Personalised programmes for individual pupils to develop confidence and effective communication, information and practice sharing.

### **What is our approach for teaching our pupils with additional needs**

- Every teacher is a teacher of all, including those children who have additional needs.
- High expectations of all children.
- Quality first teaching, supported by an effective graduated response to identification of need.

- Appropriately differentiated / adapted work – focusing on areas in need of development.
- Targeted learning programmes.
- Small group work /intervention groups.
- Specialist intervention programmes to accelerate the progress, understanding and the achievement of targets.
- We employ specialist professionals to enhance quality teaching.
- The aim is always to encourage independence and provide interest and challenge.



### **How do we adapt the Curriculum and the Learning Environment for children with SEND?**

Wherever possible, we bring the resource to the child and not the child to the resource. How the curriculum and learning environment are adapted will depend on the child's particular need but may include one or some of the following:

- Adapted / Differentiated tasks.
- Visual supports / resources, such as colourful semantics.
- Writing frames that help children structure their work.
- Key words / high frequency word lists to support spelling given to children where necessary.
- Thinking / quiet areas in all classrooms.
- Adapted learning environment.
- Learning walls – with prompts to assist learning in each class.
- Specialist equipment.
- Pre-teaching to prepare and inform future learning.
- Multi – sensory room and specialist resources.
- Use of technology
- Adult support

### **How are our Staff trained and kept up to date?**

Training is vital to ensure that all staff are able to meet the needs of every child including children with SEND. In addition, specific training and guidance to meet individual needs is provided by expert practitioners. Regular training is also provided to ensure that staff are able to implement and interpret report and test results. Examples of training include:

- Epilepsy, Epi-pen, Asthma and Diabetes training and other NHS led training where necessary.
- Speech and Language including Colourful Semantics, Makaton, Hanen and ELKLAN
- Social Emotional and Mental Health training
- Attachment and Trauma Informed Learning
- Child Protection and safeguarding
- Behaviour Management
- CAMHS
- Regular SENDCO training through cluster and specialist meetings



### **How do we support children with their Social, Emotional and Mental Health (SEMH) needs?**

Support can be offered through:

- Our culture of nurture and trust.
- Our in-house Family Support / Learning Mentor offer including therapeutic interventions.
- Specialist support from within the Sea View Trust.
- Local Authority support from specialist teams, eg behaviour and emotional well-being teams.
- NHS support from the CAHMS/ CWP service.
- Our Values ethos.
- Our rewards and consequence system that operates across R.L.A.
- Our 'Always Children' awards which reward all children who demonstrate RLA's expectations.
- Specialist support programmes including Early Help Resilience support.



### **How does a child with SEND tell us if they have any worries and how do we resolve conflicts?**

We are a telling Academy. We will not tolerate any form of conflict; all incidents are fully investigated by staff. To make sure that this happens:

- We encourage children that it is right to tell a member of staff if they feel they have any worries or concerns.
- All children have access to an 'Ask It Basket' for reporting any concerns or worries.
- We operate a 'soft landing' approach when entering school, which provides children with a calm, supportive and nurturing start to the school day. At this time, staff are also available to 'check in' with children.
- Use of Restorative Practice resolution techniques, where trained staff work with pupils to collaboratively resolve conflicts.
- Parents of all children involved are informed when conflict has occurred.
- Periods of suspensions and if required, permanent exclusions, are used if necessary.
- Pupils and families are supported through our Family Support Workers, Learning mentors and other professionals.

### **How do we work collaboratively with specialist professionals to meet children's needs?**

To make sure every child is appropriately supported, we use a variety of outside agencies. We:

- Fund support from specialist agencies that include: Educational Psychology Service; Speech Therapy; and Counselling services.
- Receive support from advisory services such as: CAMHS (Child and Adolescent Mental Health Service), the SEND Inclusion Team (including Physical, Hearing, Visual, Sensory, Learning and Communication and Emotional and Behavioural difficulties) and Early Help Resilience Coaching.
- Use a variety of specialist colleagues across the family of Seaview Trust settings
- Work closely with professionals to ensure that we implement recommendations and strategies so that all children, regardless of need, have the best chance to thrive.



### **Where can I find information about the Local Authority's offer?**

Blackpool Council's Local Offer can be found on:

<http://www.blackpool.gov.uk/localoffer>