

SEND Policy

2024- 2026



This policy will be reviewed on an annual cycle

Person responsible for the Policy:	SENDCO
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1. Introduction

Our SENDCO is Sue Haley, who holds the following qualifications:

- National Award for SEN (NASCO award),
- Post Graduate Certificate in Specific Learning Difficulties
- Post Graduate Certificate Working with Children and Young People on the Autistic Spectrum

Please make an appointment to discuss any SEND issues with Sue Haley. Contact her on **01253 763414** or email through **admin@revoe.blackpool.sch.uk**.

At RLA, we pride ourselves in seeing, valuing and including every child. We ensure that no child is disadvantaged because they just happen to have an additional need. We work hard to ensure that the curriculum is such, that all pupils with SEND can be the best that they can be. At all stages, the child and their parent's voice informs any assessment, evaluations of progress and subsequent support plans.

Our SEND policy has been developed with our staff, parents and our Governing Body. This policy has been written within the guidance provided in the SEND Code of Practice, 2014.

We believe that every teacher employed at RLA is a teacher of all children, including those with special educational needs and disabilities (SEND). There may be times in a child's life at Revoe when circumstances result in a child having special needs. As an inclusive place of learning, we feel that it is every child's right to receive high quality teaching from qualified, expert staff. At RLA, we ensure that our staff have continual professional development to update their skills and develop excellent practice so that we can give them our best provision.

2. The Aims of our SEND Policy are to:

1. identify and provide for the learning and development needs of all children with SEND
2. ensure that allocated funding is used effectively, monitored and reviewed according to needs
3. ensure that identified intervention/specialist programmes are monitored and evaluated for impact
4. enable all children to access their personalised curriculum offer, through reasonable, bespoke adjustments
5. operate an inclusive, holistic approach to the management, provision and achievements for children who just happen to have SEND
6. provide a SEND Team, led by our SENDCO, who provide specialist support and advice for all parents and staff working with children who just happen to have 'SEND.'

3. Identifying SEND at RLA:

Under the revised SEND Code of Practice 2014, a pupil is said to have 'SEND' if they:

- a) have a learning difficulty or disability that calls for special provision to be made for him or her;
- b) are a child of compulsory school age who has a significantly greater difficulty in learning than the majority of others of the same age; or,
- c) have a disability or health condition which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

In Section 6.28 – 6.35 of the Code of Practice 2014, four broad areas of need are identified:

i. Communication and Interaction - Support for learning may be needed to support the learning of children who have difficulty with one, some, or all of the different aspects of speech, language or social communication. This includes children who have an Autistic Spectrum Condition (ASC) and are likely to have particular difficulties with social interaction.

ii. Cognition and Learning - Support may be needed to assist learning for children who learn at a different pace than their peers even with appropriate differentiation. This can include learning difficulties such as moderate learning difficulties (MLD); severe learning difficulties (SLD); or specific learning difficulties (SpLD) which encompasses conditions such as dyslexia, dyscalculia and dysgraphia.

iii. Social, Emotional and Mental Health (SEMH) - Support may be needed for children experiencing a wide range of social and emotional difficulties which can manifest in various ways eg. the child becoming withdrawn, isolated or displaying challenging or disruptive behaviour.

Support is also needed for children who may have underlying mental health needs which can present in behaviours such as anxiety, depression, substance misuse, eating disorders or self-harming; other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

We believe that all behaviour is a form of communication; it does not necessarily mean that a child has a special educational need, if they display challenging behaviours. Our staff work with the child to build a trusting, genuine relationship with each child in order to understand their need and actions required to enable the child to thrive.

iv. Sensory and/or Physical Needs - Additional provision may be needed for children who have a disability or specific need which provides specialist resources to meet the child's individual and specific needs so that the child can be the best that they can be. The range of difficulties experienced could include visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI).

4. Identification, Assessment and Provision

Following concerns raised about a child's potential additional needs (learning or developmental), we collate all relevant information about the child, including the use of specialist assessment and screening tools. Outcomes of assessments then inform appropriate and bespoke provision to meet all of the child's needs. Progress is monitored according to our assessed plan, do and review model.

5. Admissions

We aim to build a comprehensive, evidence based profile of a child being admitted to RLA using information and records from the child, parents, previous setting and agencies, where applicable, so as to build on the child's strengths, areas of interest and development needs. To support the child's smooth admission in to RLA, we plan a bespoke offer so as to ensure a successful transition.

- i. **Nursery** - Children who attend our nursery are assessed to identify their strengths and areas for development. When developmental concerns are raised or identified, their progress is monitored using plan, do and reviews and an additional small steps monitoring tool is used to support the child's future learning and development.
- ii. **Our Graduated Response** – RLA adopts a graduated response to help children who just happen to have SEND. We record the steps taken to meet the needs of the individual child through the use of SEND support plans.

Our SENDCO has responsibility for:

- ensuring that records are kept updated and shared with relevant staff;
 - maintaining an accurate SEND register;
 - informing parents, carers and the child of their progress against agreed targets;
 - ensuring that records and reports are accessible and available when needed; and,
 - quality assuring provision and impact using our 3 tiered provision model:
- iii. **Universal** : Universal, high quality education and care for all is our first response to pupils who have, or may have, an additional need. The class teacher is responsible and accountable for the progress and development of all pupils in their class. Every teacher is regarded as a teacher of SEND, supported by our SENDCO, who offers expert advice and guidance. Quality of Education for all is regularly reviewed and evaluated by SLT including improving our understanding and implementation of agreed strategies to identify and support vulnerable pupils.

1.Targeted:

Parents or carers are informed of our concerns with an evaluation of support offered to date. More specific plans e.g. individual SEND support plans and strategies to help support the child's learning are devised and implemented. The child is monitored and may be considered for external agency advice if no progress is seen; at this stage, the child is placed on the SEND register.

2. Specialist:

If the strategies on SEND support is/are not effective in achieving expected progress being made, the SEND Team will seek advice and support from relevant specialist agencies, including:

- Sea View Trust In-house Speech and Language Therapist
- NHS Speech and Language Therapists and Health Services
- Blackpool Council Educational Psychologist Service
- Acorn Psychology and Support Services
- Early Years SEND
- Blackpool SEND Inclusion Team
- Blenheim Child Development Centre / Paediatrics at BVH
- Child & Adolescent Mental Health Service (CAMHS)

More detailed SEND support plans are co-produced with relevant staff, child, parents and any external agencies involved with the child, to ensure a coordinated approach is implemented. A support plan will outline: the adjustments, interventions and support to be put into place; the expected impact on progress, development or behaviour; and a clear date for review. Plans are regularly reviewed, evaluated, amended and incorporated into teacher's lesson planning. When appropriate, the child may be involved in their target setting and included in any review of their progress of:

- ✓ what has worked well;
- ✓ what would be even better;
- ✓ and any next steps.

Subsequent, amended support plans will:

- reflect targets and progress that have been achieved;
- include different strategies to replace ones that have not resulted in expected progress; and,

- incorporate any additional advice suggested by specialist external agencies as given.

SEND Support Plans always include the voice of the pupil and their parents/ carers to ensure clarity and consistency.

Following these actions, if the child is making at least expected progress in line with their targets, the child may stay on the SEND register until the next monitoring review when the plan may be amended to reflect progress made and targets achieved. Once the child no longer requires the support plan, they will be removed from the SEND register by the SENDCO if:

- they no longer require the services of a specialist external agency to support their learning; or,
- if they have made significant progress and are now working in line with class, local or national expectations and therefore no longer need the additional support.

Our SENDCO makes the ultimate decision to remove a child from the SEND register. If approved, this will be actioned following the evaluation of the SEND support plan and pupil review meetings.

6. SEND Register

At RLA, our register is updated regularly to show changes in pupil's SEND needs, so that leaders can adapt provision according to needs. Identifying SEND children is initially through:

- ✓ 'Work' produced and progress seen in class;
- ✓ Professional, evidence-based concerns;
- ✓ Regular assessments, moderation and analysis;
- ✓ Comparison of achievement and progress with class, local and national expectations;
- ✓ A professional diagnosis or identification of need.

7. What Is Expected Progress?

At RLA, expected progress is identified where the child's:

- rate of progress is good or better from their starting point (/Wellcomm/ STEPS / mainstream age related assessments);
- rate of progress is significantly greater than before the strategies were implemented;
- accessing more of our curriculum offer alongside their peers;
- made significant improvement in academic and /or emotional resilience, self- help, social or personal skills, more in line with their peers; or,
- made significant improvement in the child's social, emotional, mental health.

If, despite the agreed actions taken to identify, assess and meet the child's needs, the child's expected progress has not been made, the decision to consider requesting an Education Health and Care Plan (EHCP) assessment will be made. This will be made by the SENDCO with parents, carers and external specialist agencies in a pupil centred meeting. Relevant evidence is gathered and submitted.

8. Support Offered to Children with Special Educational Needs and Disabilities at RLA

All staff have access to relevant training to support the needs of all the pupils in our academy. RLA is part of the Sea View Trust. We therefore have links to expertise at Tor View and Park Community Academy. We encourage staff to enhance their own professional development and provide opportunities for them to share their learning and good practice. Some of the training that has taken place includes:

- ELKLAN – speech and language training specifically for teachers and teaching assistants
- Makaton training
- First Aid- general, pediatric and mental health
- Safeguarding and Prevent
- Nurture UK
- Colourful Semantics
- Trauma and Attachment Training
- Sensory Training

9. Teaching Assistants

At RLA, we fund and deploy teaching assistants to support teaching and learning in each year group. Their role includes working with:

- small groups of children on focused tasks set by the class teacher/leaders;
- individual children on targets from their SEND support plan;
- children on activities set by specialist agencies, eg speech and language or occupational therapists;
- Non-SEND children, enabling teachers to teach children who just happen to have additional needs, in accordance with their targets and plans.

10. Engagement Strategy

Our Engagement Team works with targeted children and families, providing individual and group planned support, to help promote learning readiness. This can include nurture, animal, Lego, sensory and emotional, mental and social wellbeing of our children and parents/carers.

11. Specialist SEND Provision

RLA is proud to have 2 Specialist SEND provisions on site , which cater for Blackpool pupils who have significant learning needs that cannot be met within mainstream provision. Places in this provision are managed by Blackpool Council. Every child who attends the unit has an Educational Health Care Plan.

Based on our belief in true inclusion, our pupils in The Learning Garden are supported to attend any learning that they can access with their year group peers. Similarly, when any pupil has a specific need for a sensory diet or for fine and gross motor skill development, they may attend the multisensory room or different activities within the provision.

12. Access to National Assessments

In accordance with STA Statutory Guidance, access arrangements may be appropriate for pupils:

- with an EHCP as described in the SEND Code of Practice
- for whom provision is being made using the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the curriculum and its assessments
- who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who are unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with English as an additional language who have limited fluency and proficiency in English

We liaise with the LA to ensure that all children have the appropriate access arrangements in order for them to demonstrate their actual attainment and progress, in national assessments. Arrangements include: rest breaks; additional time; readers; scribes; amanuensis; and translations.

13. Interventions

Our SLT monitor individual and groups of children, including those with additional needs. Interventions are informed by the child's learning gaps; to implement targets on support plans and pre teach vocabulary and concepts prior to whole class teaching. SEND advice and guidance is provided by our SENDCO who liaises with other leaders and partners to identify children who require more bespoke teaching in order for the children to achieve expected progress.

14. Transitions to High School

At RLA, we recognise that the transfer to high school can be a worrying time for both children and their parents, particularly those with SEND. We make sure that transition arrangements are made for every child, but for children with SEND, these include:

- completion of the Blackpool Council Transition documentation
- meetings between class teachers, SENDCOs and leaders so that all information is passed over;
- extra transition visits so that the child becomes familiar with the new school and their staff;
- identifying pupils who would benefit from interventions run by an Early Help Resilience Worker who will subsequently support the child's transition.

15. Complaints about our SEND Provision

We really do hope that parents and carers never have any need to make a complaint regarding their child's SEND provision at RLA, but if they do:

- once a complaint regarding SEND provision is received in writing, the SENDCO will initially be responsible to ensure that any problem is resolved.
- If the complaint is not settled, it will be passed on to our Deputy Headteacher
- If the complaint remains unresolved, it will be passed on to the Headteacher and /or the Governing Body.
- Any complaints will be managed and recorded in accordance with our Complaints Procedures.

16. Further Information:

Revoe Learning Academy's SEND Policy and SEND Information Report can be found on our Academy website: www.revoelearningacademy.co.uk/ourschool/policies

Blackpool Council's local offer can be found at the following
<https://www.fyidirectory.co.uk/blackpool-local-offer>

Contact details of further policies and services are available from RLA's website or on request.

17. Appendix 1

SEND Graduated Response Flow Diagram

