



REVOE LEARNING ACADEMY SEND INFORMATION REPORT, 2018



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

Our SENCO is Sue Haley. She can be contacted on 01253 763414. You can call into RLA or phone to make an appointment if you want to see Sue 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; we want, and expect, every child to make good progress and fulfil their potential. Some of our children may have special needs that 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**

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 Phase Leader or SENCO.
- If this does not resolve the issue, a request to meet the Deputy Headteacher must 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, home visits and non-routine admission meetings with the parent and child to find out more about her or his qualities, strengths and needs
- Teacher 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 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?

- Marking and feedforward - 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.
- Revoe Parliament

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 R.L.A.
- Conducting home visits and induction sessions for Nursery and Reception aged children.
- Holding multi agency transition meetings for children with SEND from Nursery/ Early Years SEND team.
- Hosting parent's consultation events.
- 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.
- Providing regular pupil progress reports that are sent home to each parent and carer.
- Consultation surveys including Parent View.
- SEND Coffee mornings - drop in sessions for parents to meet specialist professionals.

If you, or R.L.A, 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.

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 such as Tapestry for Early Years, O Track from Year 1 - 6.
- The use of B squared / O Track - assessment tools 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.
- Parent and child contributions to mid year and annual reports



How do we Support Children with SEND as they move to high school or other SEND settings?

- Regular meetings with Engagement Officers, SEND and Year 7 representatives to share information and discuss successful strategies.
- Visit and Taster days - staff are more than happy to accompany you if you wish!
- 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, including Resilience Coaches and earlier supported visits to develop confidence and effective communication, information and practice sharing

What is our Approach for Teaching all Children, Including Children Who Happen to Have Additional Needs?

- Every teacher is a teacher of all children, including those children who happen to have additional needs.
- High expectations of all children with a 'No excuses' approach adopted.
- Quality first teaching.
- Appropriately differentiated work - focusing on areas in need of development.
- Targeted learning programmes.
- Small group work /intervention groups.
- Specialist intervention programmes to accelerate progress and understanding and the achievement of set 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:

- Differentiated work.
- Visual support/ 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 area.
- 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.

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, Epipen, Asthma and Diabetes training and other NHS led training where necessary.
- Speech and Language including Colourful Semantics and ELKLAN
- Social Emotional and Mental Health
- Attachment
- Child Protection
- Behaviour Management
- Team Teach
- CAMHS
- Regular SENCO training through cluster and specialist meetings



How Do We Support Children with THEIR Social, Emotional and Mental Health (SEMH)?

Support can be offered through:

- Our in-house Engagement Offer including therapeutic interventions.
- Local Authority support from specialist teams, eg behaviour and emotional well-being teams.
- NHS support from the CAHMS/ CWP service.
- Protected play provision.
- Our Values ethos.
- Our rewards and consequence system that operates across R.L.A.
- The Royal Bank of Revoo/ House point system which encourages positive behaviours and attitudes to all aspects of RLA life.
- Our 'Always Children' awards which reward all children who demonstrate RLA's expectations.
- Specialist support programmes including Head Start Resilience support.



How do we Resolve Conflicts, ensuring a Child with SEND can tell us if they have any worries?

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 are being bullied. Children have access to Poppy boxes for reporting any concerns
- Parents of all children involved are informed
- Protected play
- Resilience monitors
- Police and other agency involvement
- Periods of Exclusions for repeat perpetrators
- Victims are supported through our Engagement Team and other professionals.

How do we Work Collaboratively with Specialist Professionals to Meet Our 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; Occupational Therapy; Speech Therapy; and Counselling services.
- Receive support from advisory services such as: CAMHS (Child and Adolescent Mental Health Service), Educational Diversity, (who focus on emotional and behavioural difficulties), the Inclusion Team (including Physical, Hearing, Visual, Sensory, Learning and Communication difficulties).
- 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>