

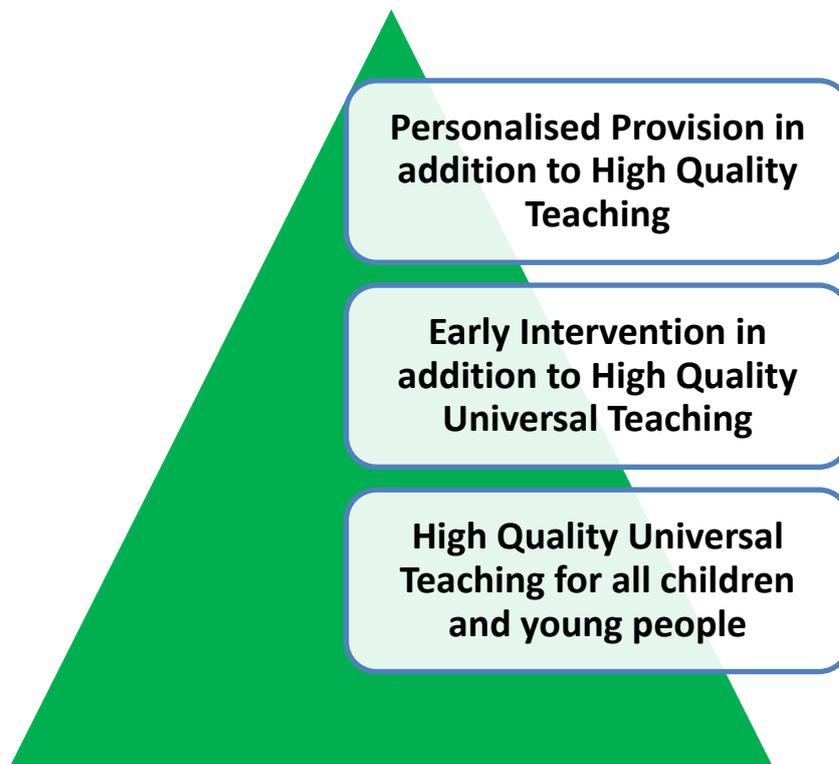
## RLA's Local SEN Offer to Our Children and Families.

The following has been developed by Blackpool schools and academies during 2014

**All Blackpool schools work within the following broad understanding of what an inclusive school offers:**

- 1) A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupil
- 2) Knowledgeable and sensitive teachers and other professionals who understand the processes of learning and the impact that specific difficulties can have on these
- 3) Creative adaptations to classroom practice enabling children with special educational needs and disabilities (SEND) to learn inclusively and meaningfully, alongside their peers
- 4) Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress

The following diagram represents how a 'graduated approach' would look for all, some and a few children or young people with SEN



For full details of Blackpool Council's Local Offer, please visit:

**[www.blackpool.gov.uk/local offer](http://www.blackpool.gov.uk/local_offer)**

## Special Educational Needs and Disabilities (SEND) at RLA



Our children are regularly assessed in all areas, so teacher, parent and child are aware of strengths and weaknesses. A child is said to have 'SEND' if there is a disability, emotional, learning and/or behaviour difficulty which requires us to make additional provision to meet their needs and make them welcome in our Academy so that they can thrive.

We are all committed to early intervention in our constant drive to help all children succeed to the best of their ability. To do this, each child's needs are accurately identified and assessed. We then put appropriate strategies and support in place to enable the child to achieve. If additional needs are identified, the child will receive further, specific support to address their individual needs and targets.

If, following agreed strategies, plans and reviews, the child's lack of good progress still raises concerns from home and RLA, expert advice will be sought and implemented to ensure that the child achieves their learning and development potential.

At RLA, we have a strong team of dedicated, trained staff of qualified teachers, teaching assistants, pastoral workers and expert professionals who support children's learning both in the classroom as well as supporting the child's learning through additional, targeted support plans. Our Academy team is strengthened by specialist staff and professional partnerships, such as:

- ★ Speech and Language Therapists;
- ★ Behaviour Advisory Teachers;
- ★ Counselling Therapists;
- ★ Occupational Therapists;
- ★ Communication Learning and Autism Service Advisors (CLAS);
- ★ Health Professionals;
- ★ Child and Adult Mental Health Service Professionals (CAMHS);
- ★ Park School Outreach Professionals;
- ★ Children with Additional Needs (CWAN) Advisors;
- ★ Educational Psychologists.

At every stage of this process, we work closely with parents, carers and guardians to ensure all are working in the child's best interests. This ensures that there is effective communication and sharing of best practice so that all children make good or better progress from their individual starting point.

**These are some common questions that parents and carers have asked us recently.**

**What are Special Educational Needs (SEN)?** Many children have special educational needs at some stage in their school life. There are many kinds of SEN, including: learning difficulties; emotional, behavioural and social difficulties; physical difficulties; hearing, sight, communication speech or language; and, medical conditions including mental health.

A child or young person is considered to have SEN if, following assess-plan-do-review cycles, it is clear that high quality universal teaching and early intervention does not meet their needs. The child or young person would then receive personalised provision and assessment from RLA's SEN provision.

What should I do if I think my child has SEN? If you have any concerns when a child enters RLA or during the term, please talk to your child's class teacher. Together, we will discuss it and if we need to take further action, including implementing assess-plan-do-review cycles, Mrs Haley, our Special Educational Needs Co-ordinator (SENCO) will meet with you to discuss the cycle and other further support strategies.

What will happen if RLA thinks my child has SEN? If we have concerns about your child's progress, the class teacher will contact you for an informal meeting about their needs. This would usually take place with our SENCO, Mrs Haley, present.

How does RLA meet my child's needs? The SEN Code of Practice sets out the processes and procedures that we as a school should follow to meet the needs of our children. A plan will be drawn up by the teacher, child, parent and SENCO to target areas for development

We pride ourselves on early identification and support for children with SEN. You have a crucial role in the identification of need and subsequent action plans to improve your child's learning and we warmly welcome your involvement and engagement. If you want to find out any more about SEN at RLA, please arrange an appointment with Mrs Haley, our SENCO, who would be delighted to discuss your issues or concerns with you. Ring 763414 for an appointment.