



## SEND School Offer

### **School Offer Statement**

The positive development of our young people is our overwhelming priority as they grow through into young adults. We are also committed to giving all our students every opportunity to achieve the highest of standards, regardless of their specific needs.

Head Teacher: Mr R Sloan

SENCO: Ms K Warren

## **Introduction**

At Charles Read Academy we work together to support and challenge our children to ensure that they are able to **make progress** and become “outstanding” young people who have the personal qualities, knowledge and skills that will be demanded of them in a rapidly changing world.

## **Professionals who support students with SEND at Charles Read Academy**

There are a number of experienced professionals working to support students at Charles Read Academy. Should you wish to contact any professional about the support available to your child please telephone 01476 550333 or email [enquiries@charlesreadacademy.co.uk](mailto:enquiries@charlesreadacademy.co.uk)

## **Who are the best people to talk to at Charles Read Academy about my child's difficulties with learning / SEND?**

### ***Class Teacher, Form Tutor, Student Progress Leader or Key Worker***

Responsible for:

- Ensuring that all students have access to good / outstanding teaching and that the curriculum is adapted to meet your child's needs.
- Ensuring that your child receives the correct guidance and pastoral support to make academic progress.

### ***Special Educational Needs Coordinator (SENCo) and Assistant SENCo***

Responsible for:

- Ensuring that all members of staff working with your child are aware of their individual needs and that they understand what specific adjustments are required.
- Ensuring that all staff working with your child in school are supported in delivering the planned work / programme.
- Ensuring that the school's SEND Policy is followed in the classroom.
- Coordinating all the support for students with SEND and developing the school's SEND policy.
- The day to day management of all aspects of the SEN, including the support for students with SEND.
- Ensuring the SENCo role is delivered in line with the school policy.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

### ***Learning Support Assistants (LSA)***

Learning Support Assistants work with the class teacher to identify areas of support for students with SEN. They attend all training opportunities related to SEND and differentiation.

Responsible for:

- Supporting students to access the curriculum.
- Empower students to develop effective strategies that enable them to become independent learners.
- Support the implementation of differentiation and specialist support strategies in the classroom.
- Keep students on task during the lesson.

**Principal**

Responsible for:

- The day to day management of all aspects of the school, including the support for students with SEND.

**SEND Governor**

Responsible for:

- Ensuring that the school has an up to date SEND policy.
- Ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all students.
- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Arranging visits to understand and monitor the support given to students with SEND and being part of the process to ensure your child achieves their full potential.

**What are the different types of support available for children with SEND at Charles Read Academy?**

- Students at Charles Read Academy will get support that is specific to their individual needs. This may be provided by the Class Teacher or may involve:
- Other staff in the school.
- Staff who will visit the school from the Local Authority central services.
- Staff who visit from outside agencies.

<b>Types of support available</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for all students in their class.</li> <li>• All teaching is based on building on what the student already knows, can do and can understand.</li> <li>• Implementing different ways of teaching so that all students are fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for each student.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable all students to access the learning task.</li> </ul>	All students

<p>Specific small group work / interventions.</p>	<ul style="list-style-type: none"> <li>• The class teacher and SENCO monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.</li> <li>• Targeted interventions can reduce the barriers to learning and support the student to make faster progress.</li> <li>• Support is offered in the classroom, in small withdrawal groups or on a one to one basis.</li> </ul>	<p>Students who have specific gaps in their learning / understanding.</p>
<p>Specialist groups run by outside agencies e.g. Speech and Language therapy.</p>	<ul style="list-style-type: none"> <li>• If a student has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling the student to make progress.</li> <li>• If it is agreed that the support of an outside agency is a way forward, parents will be asked to give their permission for the school to make the referral. This will help the school and yourself understand your child's particular needs better.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:</li> <li>• Making changes to the way the student is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> </ul>	<p>Students with specific barriers to learning that cannot be overcome through whole class good / outstanding teaching and intervention groups.</p>

	<ul style="list-style-type: none"> <li>• Support to set targets which will include their specific professional expertise</li> <li>• Involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</li> <li>• A group or individual work with outside professional.</li> </ul>	
<p>Specified Individual support for students entitled to more than 15 hours in school provided by a Statement of Special Educational Needs / Educational and Health Care Plan (EHC Plan).</p>	<ul style="list-style-type: none"> <li>• The school (or parents) can request that the Local Authority carry out a statutory assessment of a student's needs.</li> <li>• Subsequent to the request to the Local Authority they will decide whether they think the student's needs seem complex enough to need a statutory assessment. If this is the case they will ask parents and all professionals involved with the student to write a report outlining their needs. If they do not think the student needs this, they will ask the school to continue with the support at 'SEN Support' level.</li> <li>• The Local Authority will then decide if the student's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If so, they will write a Statement of Special Educational Needs or an EHC Plan.</li> <li>• The Statement or EHC Plan will outline the number of hours of individual / small group support the student will receive from the LA and how the support should be used and what strategies</li> </ul>	<p>Students whose learning needs are severe, complex and lifelong or need more than 15 hours of support in school.</p>

	must be put in place.	
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## **Inclusion/Interventions**

A team of highly qualified staff provide specialist support at each Key stage, via a range of alternative and complimentary interventions. This provision includes in class support in the form of 1:1 or group work interventions, including:

- Social Skills and friendship groups.
- Self-management skills.
- Teaching and learning strategies.
- Mentoring.
- Academic qualifications and coursework guidance.
- Social time clubs (before school, break and lunch).
- Mentoring and tracking of students.
- Close liaison with parents and outside agencies.

## **Staff Training: How are staff at Charles Read Academy helped to work with a student with SEND and what training do they have?**

The SENCO's job is to support the class teacher in planning for students with SEND. Charles Read Academy has a school development plan, including identified training needs for all staff to improve the teaching and learning of students, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia, differentiation, etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from the Pathfinders service (ASD) and CAMHs (Mental Health).

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members at Charles Read Academy, please speak to the SENCO.

## **Monitoring student progress**

### **How do we measure the progress of our students and keep parents informed?**

- Student progress is continually monitored by the subject teacher.
- Their progress is reviewed formally every term. GCSE grades indicate the students' current and predicted level. Individual Support Teachers also use reading age and spelling age tests. End of term reports also provide information regarding the student's attendance, classwork, homework and behaviour.

- If the student is below Level 1, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- The progress of students with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all parties involved with the students' education.
- The SENCO will monitor students' progress within any individual or group provisions that they take part in.

### **How does the academy let parents know if they have any concerns about their child's learning in school?**

When classroom teaching is not meeting the needs of a student, the teacher will raise this with the SENCO. If the student is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group (at this point parents will be informed).

If they are still not making expected progress the following will be discussed with parents:-

- Concerns at home and school.
- Any further interventions or referrals to outside professionals to support the student's learning.
- How school and parents can work together to support the student.

### **Differentiation: How will the teaching be adapted for students with learning needs or SEND?**

Planning and teaching will be adapted on a daily basis if needed to meet the students' learning needs and increase their access to what is on offer. Class teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that learning tasks are adjusted in order to enable them to access their learning as independently as possible.

Specially trained support staff can implement the teachers modified / adapted planning to support the needs of students where necessary. Specific resources and strategies will also be used to support students individually and in groups.

### **How will the academy support students when they are new to the academy, moving classes or leaving the academy?**

How will the academy support students with identified special needs starting at Charles Read?

- We will first invite parents and students to visit the school to have a look around and speak to staff.
- Parents will be invited to attend a reintegration meeting with a member of the Senior Leadership Team and/or a Student Progress Leader.

- If other professionals are involved, an additional meeting will be held to discuss the students' needs; share strategies used, and ensure provision is put in place before they start.

### **For students moving to Charles Read Academy from Primary School**

- The SENCO or Assistant SENCO will attend the feeder primary schools to discuss the specific needs of all students with additional needs.
- Parents will be invited to visit us on Year 6 parents evening, held in the first term. We may arrange additional visits to the school for students who may have difficulty with the transition. This will be discussed with parents.
- The academy transition team may visit students in their primary school on several occasions. Where students are 'Looked After' or have a Statement of Educational Need, a member of staff will attend the year 6 PEP or Annual Review, as appropriate.
- All students will be involved on transition day(s); however students with additional needs who may struggle with transition will also be invited to an additional transition day.
- The academy also offers a summer school to year 6 students transferring to Charles Read Academy which is free of charge.

### **For students moving classes or year groups**

- The SENCO will pass information on to the new subject teachers and form tutors.
- Students have SEN student passports which are shared with staff. The passport outline the student's specific areas of difficulty and recommended strategies for support.
- Staff are able to access the school database to gather appropriate information to aid classroom support.

### **For students moving into our the college or 6th Form**

- All information regarding the students' needs will be passed on to colleges or sixth forms.
- All higher education providers may visit the academy to speak with the SENCO, Assistant SENCO and class teachers prior to the transition.

### **For students moving from Charles Read Academy into new schools or colleges**

- The academy can be contacted by the new school for discussions about specific support. Academy staff may also be able to attend the reintegration meetings at the new school.
- All records on students are passed on as soon as possible.
- The academy will provide evidence of additional classroom or exam based support.

### **What support does Charles Read Academy have for parents of students with SEND?**

The SENCO or Senior Leader with responsibility for SEN and Inclusion are available to meet with parents to discuss their child's progress or any concerns / worries they may have. All information from outside professionals will be shared with parents in person or via a written report. The SENCO will share any new assessments and support strategies suggested by outside agencies with parents. Parents will be notified when new support measures are implemented and invited to discuss these with the SENCO.

The academy asks that all parents keep us informed about effective strategies that support their child in the home. This can support the academy to help the student transfer appropriate effective strategies into the classroom.

### **How is the academy physically accessible to children with SEND?**

We make every effort to ensure that our building is accessible to all, however, due to the age of the building we do not have the benefit of having a lift installed. We are able to make reasonable adjustments to the curriculum and timetable as necessary. We undertake a standard accessibility plan which is reviewed annually or whenever a student with specific needs joins the academy. At present the school upper parts of the school are not accessible for wheelchairs.

### **Raising a Concern**

#### **How can I let the academy know I am concerned about my child's progress?**

If parents have concerns about their child's progress, they should speak to their child's Subject Teacher or Student Progress Leader.

If parents are not happy that the concerns are being managed and that their child is still not making progress they should speak to the SENCO or Assistant SENCO.

If parents are still not happy they can request to meet with the Principal by contacting the Senior Administrator on 01476 550333. The Senior Administrator is also able to help you make a formal complaint in accordance with complaints procedure.

### **Frequently Asked Questions**

#### **Q: My child is having problems with learning. How do I find out what his/her particular difficulties are?**

A: There are several options open to you. We recommend that you discuss the difficulties with the Subject Teachers or Subject leader in the first instance. Alternatively you can contact the SENCO directly.

#### **Q: What tests do you administer on entry in Year 7?**

A: Students take baseline tests in maths and English which are similar to the KS2 SATs. They are also given a reading test to establish a reading age.

#### **Q: My child is not dyslexic, but has trouble reading and writing. What can the SEN department do?**

A: If your child's skills are particularly weak, we may withdraw him/her from lessons for additional literacy support with an Individual Support teacher or trained Teaching Assistant. We will also provide support in-class where possible. We will monitor academic progress and assign further support if sufficient progress has not been achieved.

**Q: My child has been diagnosed with dyslexia. What can the SEN department provide?**

A: A students with mild dyslexia receive support in the class via differentiation from subject teachers, they may also benefit from the support of in-class teaching assistants. Their progress is monitored and additional support may be provided.

Students with moderate or severe dyslexia will be offered additional literacy support outside of the classroom, such as the Toe by Toe programme or Dyslexia Action Toolkit. Staff receive guidance to support students with dyslexia from the SENCO/Assistant SENCO and via specific training.

**Q: My child has a EHCP. How will the school ensure that he/she gets the support to which he/she is entitled?**

A: The school has a responsibility to ensure that your child's needs are met as outlined in the Statement of Educational Needs or EHC Plan. Support is provided to the student in line with the recommendations of the Statement, and/or Annual Review. Students with a Statement are provided with a key worker, who works with them during registration.

Staff receive specific advice and guidance for each student and are expected to deliver differentiated work during lesson times. Reasonable adjustments are made when applying school policies, in particular the behaviour policy.