



Feversham Academy

Special Educational Needs and Disabilities (SEND) Local Offer

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Special Educational Needs and Disabilities (SEND) Local Offer

We are a fully inclusive school ensuring that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their ethnicity, social background, sexual identity, physical ability or educational needs). Students may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an **Assess-Plan-Do-Review** structure for each area of SEND.

Our local offer is intended to give you the information regarding the approaches we use to ensure all of our students are supported, including those with SEND, in order for them to achieve their potential. We continually monitor, review and adapt our provision to meet the changing requirements of individual students.

Students are identified as having SEND when they have a greater difficulty in learning than the majority of children of the same age and/or a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age, within the areas of the Local Education Authority. Once identified as having SEND we work collaboratively with the young person, her family and appropriate agencies to draw up a student profile and put in place child friendly plans, to support the student's development and accelerate her progress.

Student Support and Guidance

All lessons at Feversham reflect the Islamic ethos and students are able to participate in a number of events and activities which help them learn more about their faith as well as other faiths and cultures. To promote more social integration students are taught in vertical tutoring groups for daily Guidance and Support Time (GST). The GST class is carefully chosen for those with SEND to ensure that they are supported by a trained additional adult in SEND. We also ensure that they are given a "buddy", an older student who will be their champion and supporter throughout their time here at Feversham. This gives the young person the opportunity to talk to someone other than a teacher on many issues, including bullying.

Students' pastoral needs are delivered through the four different Houses. Students remain in the same House thus ensuring continuity of care and support. This also ensures a good working relationship with families as siblings are placed in the same House.

During all transition times such as from primary to secondary, KS3 to KS4 and from KS4 to Post 16 additional support and guidance is directed towards those students with additional needs. Visits to schools and other education providers take place prior to entry so that the provision for the student is in place at the start of their new learning episode. Parents and students are given the opportunity to talk about their hopes and aspirations for the future and guided pathways are suggested.

Does my daughter have SEND?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A physical or mental impairment includes:

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia, autism, speech, language and communication impairments

If the impairment has a *substantial and long-term effect* on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

A young person has *special educational needs* if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a *learning difficulty or disability* if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, **or**

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

If you would like to discuss your daughter, please contact Mrs Valerie Smith

Key Staff for SEND at Feversham Academy

All our staff are involved in and committed to providing education and SMSC support for SEND students. Subject teachers have day to day responsibility, linking with the SENCo/Head of Inclusion and House Leaders, to ensure that academic, social and emotional support is provided for the young person. This happens by giving students time to communicate and discuss issues that are worrying them, providing them with child friendly plans to support skill development, and providing differentiated work in lessons with staff who promote independence and receive training to meet the needs of all students. Students with an Educational Health Care Plan (formally known as a Statement of SEN) are supported by subject teachers and designated Teaching Assistants, co-ordinated by the SENCo/Head of Inclusion.

If you are concerned about your daughter, please contact her House Leader or one of the staff listed below:

Ms Stephanie Robertshaw	Community Leader/ KS3 Achievement Manager
Mrs Janet Lang	Community Leader/ KS4 & Post 16 Achievement Manager
Mrs Valerie Smith	SENCo / Head of Inclusion
Miss Beverley Finch	Higher Level Teaching Assistant
Miss Khateja Bibi	Medical Officer
Miss Lisa Walker	Lead Child Protection Officer
Mr Ali Jan Haider	Academy Director with responsibility for SEND

Any enquiries about SEND provision at Feversham Academy should be made to **Mrs Smith**.

Responsibilities of SENCo / Head of Inclusion

The SENCO/Head of Inclusion has many years' experience working with SEND students and qualifications in the field of SEND. She is responsible for looking after the progress of students with SEND by:

- Ensuring that all students with special educational needs/disabilities are provided with the opportunity to achieve personal, social, emotional and academic success.
- Advising all teaching staff, Teaching Assistants and other adults about the individual needs of students with special educational needs/disabilities.
- Assessing students to ensure that the most appropriate access arrangements are put in place during formal assessment periods and exams.
- Providing additional out-of-lesson activities to progress individual students and groups of students.

- Co-coordinating the work of Teaching Assistants to ensure that all pupils with SEND achieve appropriate academic progress in line with target levels.

Looking after the learning and progress of students with temporary & long term medical needs by:

- Overseeing the supervision and recording of the administration of prescribed medicines.
- Overseeing the completion of health care and medical support plans for individual students.
- Overseeing that correct procedures are applied when administering medicines during school trips & visits.
- Ensuring that information and training takes place for staff working with diabetic, epilepsy and severely allergic students.
- Liaising with TRACKS if appropriate.
- Ensuring that students continue with their learning at home, if unable to attend for agreed medical reasons, by providing appropriate work and ensuring that it is marked.
- Ensuring any required risk assessments are completed prior to a student's return to school.
- Ensuring any adaptations to a student's curriculum are made if required.

Looking after the learning and progress of students who are in the care of Bradford Local Authority by:

- Monitoring academic progress every half-term.
- Attending LAC and TAC reviews.
- Maintain close liaison with carers, Children's Services and parents.

Looking after the learning and progress of students with temporary or long-term behaviours which impact on them accessing full time mainstream education by:

- Providing a facility within school where students receive learning, social and emotional support so they are able to access mainstream curriculum lessons under the supervision of specialist staff.
- Overseeing the role of the Behaviour Support Worker to ensure that identified students are provided with behaviour support and individual learning programmes so they can achieve academic success as well as providing social and emotional support to address and overcome barriers to learning.

Looking after the learning and progress of students who are experiencing difficulties in maintaining progress by:

- Convening a **Team Around the Child** (TAC) meeting, whereby all professional agencies involved with the student meet with her and her parents / carers to discuss and agree a way forward to provide support for learning progress.

Responsibilities of Lead Child Protection Officer

The responsibility of the Lead Child Protection Officer is to:

- Ensure that confidentiality is maintained and students are provided with a discreet and confidential individual support package within the school setting.
- Attend core group child protection meetings to ensure protection plans are adhered to.

- Liaise with Academy staff and other professionals as appropriate.
- Ensure there is a trusted adult available during the school day to provide support for the student if required.

Role of Additional Adults at Feversham Academy

Teaching Assistants (TAs), Higher Level Teaching Assistants (HLTAs), and the Behaviour Support Worker (BSW) have high expectations of all students, and use their subject knowledge to ensure students achieve the learning objectives in their lessons. Teaching staff plan lessons with the appropriate additional adult to guarantee they make a significant impact on students learning. We have TAs who are specially trained and have extensive knowledge of working with Hearing Impaired and Visually Impaired students as well as those with other additional needs.

TAs and HLTAs provide one-to-one and small group work around literacy and based on a student's SEND plan. They use programmes such as REACH, Corrective Reading, and Think Good, Feel Good. Our BSW delivers specialised anger management and social skills programmes for identified students.

Training for Staff Members

All staff members have on-going training in a range of special educational needs and disabilities. Staff members supporting students with physical and medical needs receive specialised training and we share examples of good practice during staff training and meetings and also in subject specific meetings. Sharing information enables colleagues to work together to overcome any barriers to learning. The SENCO/Head of Inclusion attends meetings with other schools in order to share best practice.

Whole school training focuses on developing more effective marking, assessment and feedback to help students improve their learning. Moderation of students' work takes place on a regular basis. Students' literacy is being developed through programmes such as Reading Recovery, Reading Matters and Keys to Success.

Creating Individual SEND plans and EHCP

The aim of our provision is to identify and assess any SEND and to plan the provision needed so that students can achieve their personalised aspirational targets thus ensuring they reach their potential. In order to achieve this, we will:

- Arrange a meeting with the student and her parents/carers to discuss what is needed to put together a SEND Plan.
- Consult professionals from outside the school setting if appropriate.
- Draw up the plan, which will include targets review dates and the people involved.
- Review the plan as often as is necessary and implement any changes.

We will always listen to what students tell us and will try to implement their suggestions where possible. In that way students can feel more in control of their own learning and outcomes.

Education Health Care Plan (EHCP)

The Education Health Care Plan replaces the Statement of Educational Needs. It includes special education provision, health provision and social care provision.

If a student has an Education Health and Care Plan, we provide the support detailed in the plan.

Bradford Children's Services SEN department is responsible for the EHCP and reviews are held at least once a year to ensure the student's needs are being met. Existing statements will be replaced with EHCP over the course of the next 3 years. In the meantime, Feversham Academy will follow the guidance as set out in the New Code of Practice for SEND and will follow the suggested format.

Common Assessment Form(CAF)

In certain circumstances, in order to help your daughter, achieve her learning potential, we may ask your permission to fill in a Common Assessment Form (CAF).

A member of staff will ask you to provide information about your daughter and your family and in your presence will fill in the CAF. We will only include information that you give to us. The CAF will provide an overview of your family and will help us to decide together what we need to plan for next. The CAF is a confidential document and will not be shared with anyone unless you have given your permission to do so.

Special Educational Needs Provision

Admissions

All parents of students with SEND and who would like an Islamic education for their daughter are eligible to apply for a place at Feversham Academy.

Discrimination

At Feversham Academy we have an Equalities Policy ensuring that every student is provided with the opportunity to access all aspects of our curriculum. We welcome any suggestions as to how we can further improve this facility.

Facilities

The Academy building has an access ramp and there is a lift to the first floor. We have disabled toilets throughout the building. A specialist area for our more vulnerable students is provided so they can come at break and lunchtimes to play games or just chat. There are also lunchtime clubs that our SEND students are encouraged to attend and the gardening club is one of the most popular. Hearing Impaired and Visually Impaired students have access to specialist equipment and are encouraged to use IT in as many lessons as possible.

We recognise that there is always room for improvement and welcome any suggestions as to how we can improve our accessibility to all. If you have any suggestions to make in this area please do not hesitate to contact **Mrs Valerie Smith or Mrs Lynn Murphy, the school's Business Manager.**

Academy Directors

The Academy Directors are confident that every student with additional educational needs currently on roll at Feversham Academy is provided with a support package designed to cater for their individual educational requirements. The Academy Directors are informed of any changes of policy which may affect the education of students with additional educational needs,

and the way in which school will respond. If you have any queries, please do not hesitate to contact **Mrs Valerie Smith**.

Review of Student Progress

We use assessments and feedback from students to accurately track student progress. Each subject reviews its own teaching and learning strategies to ensure that all students reach their potential. This information is used as part of the whole school self-evaluation process and is vital in planning for student progress and highlighting any necessary interventions. All plans are child and young person centered.

Student Voice

Student Voice is very important to us and the Academy offers students a number of ways to feedback their views and express their feelings on their own progress and how the Academy operates. Informal conversations are used in addition to IT packages such as Survey Monkey to achieve this.

Links with Outside Organisations

Feversham Academy works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your students' needs both in and out of school.

We hold regular meetings to monitor the EHCP and SEND plans and make changes when deemed necessary. We sometimes call these meetings **Team Around the Child (TAC)** – a meeting where the student and her parents consult with team members to implement the plan developed to support her.

Listed below are some of the outside agencies with whom we work collaboratively:

- Bradford Children's Services Hearing Impairment Team
- Bradford Children's Services Visual Impairment Team
- Bradford Children's Services Autism Spectrum Team
- Bradford Children's Services Learning Difficulties Team
- Bradford Children's Services Physical Difficulties Team
- Bradford Children's Services Educational Psychology Team
- Speech and Language Therapy Service
- Occupational Therapy Team
- Child and Adolescent Mental Health Service (CAMHS)
- Common Assessment Framework (CAF) Team
- School Nursing Team
- TRACKs

Policies Relating to SEND

A range of policies underpin our SEND offer. These are listed below:

- Anti-bullying Policy
- Attendance and Punctuality Policy
- Behaviour for Learning, Rewards and Sanctions Policy
- Child Protection Policy
- Curriculum Policy
- Equal Opportunities Policy

- Health and Safety Policy
- Inclusion Policy
- Race Equality Policy
- Special Educational Needs and Disability Policy