



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

SEND INFORMATION REPORT

Document Control

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1. The kind of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

We are committed to inclusive education and aim to provide personalised learning to meet the needs of individuals, developing personal progress.

2. Identifying and assessing the needs of our pupils

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. The SENCo is responsible for coordinating all support for pupils with SEND to ensure that all pupils have access to an appropriate curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

3. Consulting and involving pupils and parents

We fully recognise the importance of close liaison between school and home in effectively providing support for a child's education. Parents are able to access information from the school website and can communicate with key staff in a variety of ways. Our Parent Consultation Days allow parents to meet with their child's form tutor to discuss the progress that they are making. Parents are welcome to contact the school at any time via email, phone and letter or in person. An annual EHCP review meeting also allows parents and students to discuss the student's progress and to review the existing interventions that are in place.

4. Seeking additional support

If you have concerns about your child, you can come and discuss them at any time. You can talk to any of the following people:

Headteacher Holly Clarke

Deputy Headteacher Chris Whittaker

Assistant Headteacher Dillon Yates

Special Educational Needs Coordinator Richard Burbery

Assistant Special Educational Needs Coordinator (Key Stage 3) Lisa Hill

Assistant Special Educational Needs Coordinator (Key Stage 4) Demi Hartley

5. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO and SEND Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory/integrated assessment. This may lead to the student being provided with an Educational Health Care Plan.

The SEND team is responsible for providing support and monitoring this for students with an EHCP focusing on the outcomes of the EHCP. The process of target setting, monitoring and reviewing remains the same as at SEND Support and Teaching Assistants are fully involved.

6. Supporting pupils moving between phases and preparing for adulthood

Before your child joins our school both parents and pupils are invited for an informal tour of the building and to discuss any concerns that you may have. This is a good opportunity to meet staff and pupils and discuss subjects, timetables and any issues arising, such as any support the young person has received or may need while at school.

When pupils move on to a reintegration school/ further education a holistic and multi-agency approach is employed to ensure that the best decisions are made for the young person and their plans for the future, incorporating parental input.

We have close contacts with colleges and knowledge of courses. We encourage and support our pupils to visit colleges to find out what is available and also support them through the interview process.

If the pupil is KS3 and on a short term stay at the school, additional meetings may take place and further discussions with the feeder schools will allow the transition to mainstream/ special school feel smooth. The pastoral team will work closely with the pupil and family when it comes to a time when provision changes over.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

7. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Additional learning programmes such as Literacy, phonics and numeracy
- Sessions focusing on Social, Emotional and Mental Health
- Social skills support
- Emotional Literacy
- Fine Motor Skills and handwriting
- 1:1 and small group Therapeutic Interventions including off site Equine / Animal Assisted Therapy
- Lego Therapy
- Form Time Interventions which includes reading
- Art Therapy
- Music Therapy
- Gardening
- Mentoring with the support of Burnley Football Club

8. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9. Expertise and training of staff

We have an ongoing programme of training and development available in our school for all staff. Our SENCo, Richard Burbery, holds the National Award for Special Educational Needs Coordination qualification. We have a team of 9 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Mental Health First Aid, Drawing and Talking, Emotional Literacy, ASD, Emotional based School Avoidance and Behaviour Strategies as well as a number of in house training sessions around reading and literacy.

We use specialist staff for Emotional Literacy, Therapeutic Interventions and Lego Therapy as well as music and art

10. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after two weeks
- Using pupil questionnaires
- Monitoring by the Head/SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Within Coal Clough Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education, work placements and Academy arrangements. Students with SEND are integrated and included fully into the life of the school as a whole, including its social, cultural and extra-curricular activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice; -the family and community should work together.

Our Accessibility Plan is also available which outlines accessibility for students with physical disabilities and is reviewed with our Health and Safety Team.

12. Support for improving emotional and social development

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At Coal Clough Academy we provide high levels of support for students with SEMH needs:

- We have a very robust pastoral system beginning with form tutors who are responsive to any issues in the first instance
- The SEND and Pastoral Teams work collaboratively to ensure appropriate support is put in place.
- We have strong PSHCE curriculum addressing the needs and questions of many of our young people.
- We currently have a large team of trained DSLs who can provide additional support at times of need.
- We have 6 members of staff MHFA trained who provide support to pupils both in and outside the classroom.

During social times some of our students access The Link or supervised quiet rooms, which offer a warm, calm space for pupils to enjoy their break and lunch. Pupils are able to play games, read books and talk to members of staff. There are activities taking place in the canteen, hall and sports hall for pupils to get involved in also.

We have a number of interventions to support SEMH within school including anger management, anxiety management, raising self-esteem and mentoring. We have access to an Educational Psychologist, a Counsellor, an ELCAS Link Worker who are available for single or multiple sessions in a confidential environment and strong links with many external agencies including the School Nurse, Burnley Football Club, We Are With You and JSA Psychotherapy.

13. Working with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. We work closely with and have access to the following agencies to support your child's needs:

- Access to Educational Psychologist if appropriate
- Access to LA Specialist SEND Teachers
- ELCAS (child and adolescent mental health service) Link Worker
- Careers advice
- Specialist teachers
- Counselling services
- Pastoral Support
- Access to School Nurse
- Brook
- Burnley Football Club
- Burnley Youth Theatre
- SEND Information, Advice and Support Service (formerly Parent Partnership):
- Access to the School Nurse

14. Complaints about SEND provision

Any concerns about SEND provision in our school should be made to the Headteacher or SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. The local authority local offer

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child and can be accessed at www.bwd-localoffer.org.uk This is also the case for Lancashire's local offer which can be found at www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

