



Special Educational Needs at Blackpool Aspire Academy

Welcome to Blackpool Aspire Academy's SEN Information Report. We hope this gives parents and carers an insight into what the academy offers for our students who have special educational needs. Please let us know if you have a question that we have not addressed. Our staff are happy to answer any queries and discuss your child's needs.

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In addition to the permanent staffing (above), additional support staff are employed to support students with 1:1 support funding.

3 What provision is offered to students with a special educational need?

- Our special educational needs provision is based on the understanding that no two students' profiles are the same. An individualised approach is needed.
- Teaching staff are made aware of any special educational needs a student has and suggested strategies or external guidance is shared.
- All academy teachers are responsible for making their lessons accessible to all. This involves delivering high-quality teaching differentiated for individual needs.
- Where appropriate, classroom based support and intervention takes place in one to one, small group or whole class settings.
- Intervention lessons are also taught by subject teachers and these can take place before, during or after the school day. These are often in smaller groups.
- English and Maths intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.
- We buy in weekly specialist support from SHINE Therapy to deliver communication, speech and language therapy.
- The academy works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.
- The academy has a range of resources matched to different learning needs. For example, there are laptops available to enhance the independence and learning of identified students with handwriting, recording, or specific learning difficulties.

- Specialist equipment is provided when need is identified and resources are allocated.
- The academy will consult staff from a variety of external agencies to advise and support our provision across the range of special educational needs.

4 How will the academy know if a student has a special educational need? (Identification of Additional Needs)

- Students with a special educational need are usually identified in the Year 6/7 transition period.
- All students are assessed using Cognitive Ability Tests shortly after entry. These tests assess the three principle areas of reasoning – verbal, non-verbal and quantitative – as well as an element of spatial ability.
- All academy teachers are responsible for liaising with the SEND team to raise any concerns about the additional needs of a student not already identified as requiring special educational needs support.
- We encourage all parents and carers to contact us and raise any concerns they may have about the learning needs of their child. Parents may contact a child's form tutor or contact the SENDCo directly if they feel this is more appropriate.
- The academy will refer to external agencies for further assessment or diagnosis as appropriate following consultation with parents/carers.
- We will inform parents and carers if a child is receiving special educational needs support.
- All new students joining the academy during the school year will have a meeting where the student and families will be asked about any existing special educational needs.

5 How does the academy develop its overall teaching and curriculum to ensure that teachers can include pupils with Special Educational Needs?

- All of our students have access to the national curriculum. This broad learning experience allows our students with special educational needs to discover their strengths as well as close any gaps.
- Teaching staff are all made aware of any special educational needs a student has and any suggested strategies or external guidance are shared.
- All academy teachers are responsible for making their lessons accessible to all. This is delivered through high-quality teaching differentiated for individual needs.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - Classroom observation by the senior leadership team, the SENDCo, and external verifiers
 - Ongoing assessment of progress made by pupils with SEND
 - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
 - Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
 - Pupil and parent feedback on the quality and effectiveness of interventions provided
 - Attendance and behavior records.
- Where appropriate classroom based support and intervention can take place in one to one, small group, or whole class settings.
- Intervention lessons are also taught by subject teachers and these can take place before, during, or after the school day. Often these are in smaller groups.
- Literacy and English intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.

- Numeracy and Maths intervention is available for identified students through timetabled lessons and activities and is designed to promote independent learning and curriculum access.
- The academy works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.

6 What are the kinds of special educational need for which the school currently makes provision?

- The academy supports the achievement of students across the full range of Special Educational Needs including (in line with the new SEND framework):
 - **Communication and interaction**
 - **Cognition & learning**
 - **Social, mental and emotional health**
 - **Sensory and/or physical**
- For children with an Education, Health, and Care Plan, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC Plan unless:
 - it would be unsuitable for the age, ability, aptitude, or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- The academy enlists the services of specialist external agencies for the full range of need, including Autistic Spectrum Disorder, Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Sensory Processing Disorder, ADHD and Speech and Language.
- In partnership with parents and carers the academy works with Children and Adolescent Mental Health Services (CAMHS) to best meet the needs of our students with social, emotional or mental health issues and there is a school nurse on site.

- Our vulnerable students also have access to a key worker within Student Services.
- Where appropriate a Care Plan is drawn up in conjunction between parents and carers, child and medical professional. This may include the academy nurse. A meeting is called in school when the plan is agreed and signed by responsible staff.
- Student Services within school can support students in developing socially and emotionally as well as academically. The support of a pastoral key worker where appropriate will be tailored to individual need.
- Support for all of our students across the range of special educational needs extends to breaks, lunchtimes and after school activities as well as lessons. All students will be given the opportunity to take a full part in all aspects of school life.
- We recognise that sometimes students might have an additional emotional or social need that is unconnected to a learning difficulty. Our caring and experienced team within Student Services is able to offer emotional and social support and signpost students and families to services such as bereavement counselling.

7 How do we know if students with special educational needs are making progress?

- We have high expectations of the progress our students with special educational needs can make. We set our progress targets in line with national measures.
- Progress of students with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Students who are not making expected progress are identified very quickly. Additional action to increase the rate of progress will then be identified and recorded through termly progress meetings.

- All Statements and EHC plans are reviewed on an annual basis. Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the academy, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and relevant agencies. Students are always encouraged to participate in their meeting.
- Progress data is sent to parents and carers three times a year to ensure they are up to date with how their child is performing across the curriculum. The academy issues two interim and one full report.
- The academy holds Parents' Evenings for parents and carers to come and discuss the progress being made.
- Reviews can be requested by parents and carers at any time. Key staff are available to discuss individual students at any point during the school year, usually by appointment, to ensure privacy and confidentiality.

8 How do we ensure students have a successful transition from one phase to another? How do we prepare them for adulthood?

Transition from Primary School.

- Staff from the academy meet with Y6 teachers from the primary school and discuss each child's strengths and needs. Primary school SEND records are requested.
- We listen carefully to guidance from primary school staff. Where they suggest students are buddied together we endeavour to place those students in the same tutor group.
- During Open Evening in the autumn term staff from the SEND Department are on hand to discuss our provision for students with special educational needs and answer any queries.

- The academy provides an extensive transition programme in the Summer Term to support transition for new Year 7 students.
- Additional transition activities are put into place for identified students, which may include those with SEND.

Transition to Post 16 Education, Training, and Adulthood.

- We instill in all of our students the importance of effort, good attendance, punctuality, readiness to learn and respect. These are habits that will equip them for their journey onwards into adulthood.
- A specialist Post 16 event is held during the academic year. This is open to any student and their parent/carer. Colleges and training providers will attend and give information.
- Parents may like to access the National Careers Service website, <https://nationalcareersservice.direct.gov.uk/>, or examine options identified in the local offer published by the local authority which sets out details of SEND provision and support available to young people with SEN and disabilities to help them prepare for adulthood.
- Our Year 9 students take part in a Careers Fair which includes local employers, colleges, and training providers.
- Follow up drop-in visits are made by colleges to support potential students in completing applications. The academy also offers this support to students.
- The academy supports some of our students in attending taster visits to post 16 providers.
- The SEND department can support students, parents and external providers to ensure a smooth transition to post 16 provision.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- Where a student has an Education, Health, and Care Plan, all reviews of that Plan from Year 9 onwards will include a focus on preparing for adulthood, including employment, independent living, and participation in society.

9 How do we secure additional services and expertise for our students with special educational needs?

- The academy has a graduated approach to intervention. We know that, in addition to high quality teaching, some students will need the support of external services and specialists. This will be discussed and agreed with parents and carers.
- We buy in services from SHINE Therapy for speech and language therapy.
- We maintain good links with Health. In addition to having an academy nurse, we link with paediatric nurses, ADHD nurses, Children and Adolescent Mental Health Services and speech and language therapists.
- We secure support from the local authority services including Educational Psychologists, specialists in Autistic Spectrum Disorder, Specific Learning Difficulties, and Sensory Impairment.

10 How can parents and carers contact external services?

Contact details for the services in the Blackpool / Area Wide Local Offer can be found here:

<http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/service.page?id=ZB6A8myrsBA>

Staff in Blackpool's Local Council will also be able to provide details of the information contained within SEND Local Offer to those without easy access to the internet. They can be contacted on:

Phone: 01253 477100

Deaf text: 07796994908

E Mail: local.offer@blackpool.gov.uk

11 How are parents and students included and valued in the Academy?

Parent and student views are valued and essential, and parent aspirations are central to the assessment and provision that is provided by the school. Parents and students are encouraged and supported to be involved in all aspects of the SEND process, from initial planning, decision making and the statutory review process.

This is encouraged through:

- Consultation between school personnel and parents in decision making and intervention planning.
- Finding out what is important to the child through person-centred planning meetings and reviews
- The SENDCo, TA4 and TA3 for EHCP are all trained in leading person-centred planning meetings
- Parents and students are included in the Assess – Plan – Do – Review cycles
- Pupils work closely with specialist SEND staff to complete individual Pupil Passports to help their teachers to meet their needs as part of the Quality First Teaching
- Pupil Passports are intended to identify the pupil's abilities and strengths, their personal aims, and the action they require the school to take in order to reduce barriers to learning and social success. They are reviewed on a termly basis in line with the schools assessment calendar
- For students with an Education, Health, and Care Plan (EHCP), statutory reviews are facilitated within the Academy. The student and parent are key stakeholders in this review process and the review is conducted using a person centred approach.

12 How do we know if our provision is effective?

- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The academy measures progress using nationally agreed standards and criteria.
- The effectiveness of provision for individual students who require additional SEND support is monitored via an assess plan do review model:
 - Assess – data on the student will be collated in order to make an accurate assessment of the student's needs

- Plan – if review of the action taken indicates that additional or different support will be required, then the views of all involved will be attained and the appropriate evidence-based interventions identified, recorded, and implemented
- Do – SEND support will be recorded and a clear set of outcomes identified, taking into account academic and developmental targets and student and parent aspirations
- Review – progress towards these outcomes will be tracked and reviewed termly, and next steps identified.
- Where appropriate, the academy will oversee and support the application for statutory assessment of SEN
- Leaders across the academy use learning walks, lesson observations, progress data and work scrutiny to monitor how effective our provision is for all students, including those with special educational needs.
- Students with special educational needs are consulted on their views and opinions about the academy, their learning and wellbeing, on a regular basis.
- We work in partnership with home as much as possible. The academy encourages open conversations with the student and home about intended outcomes. We will seek feedback in evaluating how effective any support is in meeting those outcomes.
- Home-school communication for students with special educational needs is achieved in a range of ways including the student planner, letters, text, telephone calls and meetings. Where needed we also do home visits.
- Parents and carers are given the opportunity to indicate if they have a strong preference for how we work together.
- The academy works with families, parent partnership officers, and where appropriate wider agencies to review provision, progress and set new outcomes.
- Parents and carers can also give feedback at our Parents' Evenings with subject teachers.

13 How do we make our facilities available to all?

- The academy is fully inclusive and reasonable adjustments are made to ensure access for all to the curriculum and to the wider life of the school - including clubs and trips.
- Our Accessibility Plan, available on the school website, describes the actions the school has taken to increase access to the environment and the curriculum.
- Special equipment is provided when need is identified and resources are allocated.
- Pupils with a disability will be provided with reasonable adjustments, such as auxiliary aids and services, to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Pupils with medical needs will be provided with a detailed Individual Health and Care plan. All medicine administration procedures adhere to the Department of Education guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014.
- The medical room includes hand washing facilities and a lockable storage area. There is a toilet in the medical room.
- We have an on-site academy nurse offering practical medical advice and drop-ins for health issues.
- In practical subjects such as PE there is a technician who can assist with ensuring the facilities can be accessed by our students with special educational needs.
- All academy teachers are responsible for making their lesson accessible to all.
- Where appropriate classroom based support and intervention can take place in one to one, small group or whole class settings.
- Identified students have a key worker within Student Services who supports them in making best use of the facilities and learning on offer.
- All academy trips are inclusive and follow Blackpool's approved risk assessment procedure and are processed through the "evolve" system. All

risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.

- The school ensures that it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

14 What training do staff have?

- Each teaching and non-teaching member of staff is given relevant training at the start of the school year and as necessary throughout the year.
- All academy staff have ongoing and personalised professional development and training. This is delivered through a mix of in-house and external specialists.
- Our academy is sponsored by the Fylde Coast Academy Trust, FCAT is a partnership between two of the Fylde's most successful educational organisations, Blackpool Sixth Form College and Hodgson Academy. Both of these organisations are rated outstanding by Ofsted. Our staff have access to FCAT's professional development programme throughout the year.
- Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- The academy nurse is available and offers updates and training where needed. Updates are made available to staff, by the SENDCo, via staff briefings.
- Meetings are held with the teachers of individual students in order to share expertise about the provision of effective support.

15 What are the extra-curricular activities that can be accessed by students with special educational needs?

- All of our students are actively encouraged to take a full part in wider school life and develop their strengths and interests. There is an exciting range of extra-curricular enrichment activities available to all students; the activities include sport, music and drama.

- Our activities are timetabled and updated throughout the year.
- The academy also provides many clubs and after school sessions based around our taught curriculum. In KS4 these are designed to help students access extra tuition to achieve their best grade.
- For all students with special educational needs in KS3 and KS4, additional after school help with homework is also available from the SEND Department.
- During lunch times, the SEND Department run a nurture club to actively promote social integration, communication skills and friendship support under the supervision of an adult.
- There is a high staff presence around the academy during unstructured times. However we know that some students prefer to be in a smaller environment with familiar faces at these times. At break and lunch time the Discovery Zone and Student Services areas are available and can be a “safe haven” for socially or emotionally vulnerable students.
- We encourage all of our students to take part in available trips. All academy trips are inclusive and follow Blackpool’s approved risk assessment procedure and are processed through the “evolve” system. All risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.

16 What if I want to make a complaint?

- We work in partnership with home and listen fully to the views of our parents and carers. This includes any concerns or issues.
- The range of formal and informal opportunities for parents and carers to meet with us means we can regularly check in and listen to the views of home about our provision.
- We welcome all parents and carers contacting the academy and raising any concerns they have. We encourage home to do this as early as possible so we can work together to resolve any issues.

- The academy has a formal complaints policy and procedure in place. This can be requested by parents at any time.

17 How does the Local Authority support children, young people and families of children with a special educational need?

Find out more about the Blackpool / Area Wide Local Offer

<http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/service.page?id=ZB6A8myrsBA>

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Deaf text: 07796994908

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18 How does the SEN team collaborate with other departments in school to ensure that students' individual needs are met?

The SEN team and Pastoral support team work collaboratively at Blackpool Aspire Academy. There is a weekly Student Support Panel meeting held in order to ensure that the right personnel, from the Academy and from external agencies are in place to support students. The Student Support Panel is attended by:

- Deputy Headteacher
- Director of Student Welfare, Child Protection and SENDCo
- Assistant Principal – Behaviour and Attendance
- Head of Key Stage 3
- Head of Key Stage 4
- Caseworkers
- Attendance Officer
- Pupil Welfare Officer
- School Nurse / School Nurse Practitioner
- IMPACT Unit manager
- TA 4 and TA 3s.