



## **Furness Academy School Offer for Students with SEND**

### **1. How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should speak to your child's form teacher initially. If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the Director of Learning and Standards for his/her year group or the SENCO (Mrs Emma Elliott). If you are still not happy you can speak to the Assistant Head Teachers, Head Teacher or school SEND Governor.

### **2. How will the school let me know if they have any concerns about my child's learning in school?**

If your child is then identified as not making progress the school will contact you to discuss this in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning and engage you in the Early Help process.

### **3. How is extra support allocated to children and how do they move between the different levels?**

The school budget, received from Cumbria LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.

### **4. Who are the other people providing services to children with SEND in this school?**

Directly funded by the school:

- A team of 14 Teaching Assistants
- Two Higher Level Teaching Assistants
- A Learning Mentor
- Access to an Assistant Educational Psychologist (from January 2017)
- Alternative educational provision (onsite and work experience)

Paid for centrally by the local authority but delivered in school:

- Educational Psychology Service
- Specialist Advisory Teaching Service for speech, language and communication difficulties
- Specialist Advisory Teaching Service for autism spectrum conditions
- Specialist Advisory Teaching Service for hearing impairment
- Inclusion Support Officers (Access and Inclusion)

- Speech and Language Therapy for those students with a Statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority)
- School Nurse

#### **5. How are the teachers in the school helped to work with children with SEND and what training do they have?**

- The SENCO's role is to support staff in meeting the needs of students with SEND.
- The school has a development plan with a focus on improving the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies and in-house specialists that are relevant to the needs of specific children.

#### **6. How will the teaching be adapted for my child with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- The SENCO will regularly monitor the provision for students with SEND and advises staff on how best to meet their needs.

#### **7. How will we measure the progress of your child in school?**

- Your child's progress is continually monitored.
- His/her progress is reviewed every half term and a level, based upon individual capabilities, will be given in all subjects. Students are also given less formal assessments which provide them with individual feedback about how to improve and make progress.
- Students on the SEND register will have a Student Passport and their voice is an important feature in developing their own Passport.
- The progress of students with a statement of SEND/ EHC Plan is formally reviewed at an annual review with significant adults involved with their education. In a small number of cases, EHC Plans will be reviewed bi-annually, in conjunction with Local Authority requests.

#### **8. What support do we have for you as a parent of child with SEND?**

- We are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- All information from outside professionals will be discussed with you, either with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

- Parents are informed and actively encouraged to support shared goals at home.
- Access to the SEND IAS service (formerly Parent Partnership).

### **9. What support is there for my child's overall wellbeing?**

- We are an inclusive school; we welcome and celebrate diversity. We believe that a child having high self-esteem is crucial to their well-being and educational achievement. We have a caring, understanding team of teachers and support staff who will support your child's emotional and educational needs.
- If further support is required this may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

### **10. How does the school manage the administration of medicines?**

- The school has a safeguarding policy regarding first aid and the administration and managing of medicines on the school site.
- Parents need to contact the Assistant Head Teacher, Mrs Hughes, if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the first aid officer / admin staff generally oversee the administration of any medicines.
- As a staff we have training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

### **11. How is Furness Academy accessible to children with SEND?**

- The ground floor of the buildings are accessible to those with physical disabilities, higher floors are reached by lift.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.

### **12. How will we support your child when they are transferring to this school?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. In year 6, the SENCO will visit the Primary school to discuss the specific needs of your child with their SENCO and advisory teachers where appropriate. Where possible your child will visit us on several occasions. There will be an induction day for all children and several parent information evenings. If your child has a statement or an EHC Plan, an annual review will be planned as a transition meeting during which staff from both schools will attend.

### **13. How will we support your child when they are leaving this school?**

If your child is moving to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. When moving classes in school information will always be passed on to the new class teacher. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. In years 9-11, selected students with SEND have several careers meetings with Inspira to help them decide on their post year 11 options. Our current Inspira advisor is Jackie Watson.

### **14. How will my child be able to contribute their views?**

- We value and celebrate each child being able to express their views on all aspects of school life.
- Children who have Student Passports are always asked to share their views on how best we can meet their needs – this is very important to us.
- There is a regular student questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has a statement or EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

### **15. What support is there for the behaviour, avoiding exclusion and increasing attendance?**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties a behaviour contract will be drawn up in the first instance.
- Pupils who have particular difficulties with their behaviour or emotions may be referred to outside agencies for specialist support via the Early Help process.
- Attendance of every student is monitored on a daily basis. Lateness and absence are recorded and monitored daily. Incentives are available for good attendance and this is positively promoted by all staff.

### **16. How will my child be included in activities outside the classroom including school trips?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Every effort is always made to make any adjustments needed so that every pupil can attend should they wish.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**17. How the schools resources are allocated and matched to children's SEND needs?**

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support.

**18. What specialist services and expertise are available at or accessed by the school?**

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASC, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services and social workers.

Please read in conjunction with our SEND policy.