

## SEND Information Report Lightcliffe Academy

### **Who can I contact for further information?**

SENCo: Miss L Futers ([lfuters@lightcliffeacademy.co.uk](mailto:lfuters@lightcliffeacademy.co.uk))

SEND Governor: Ms Patricia Clarke([tclarke@lightcliffeacademy.co.uk](mailto:tclarke@lightcliffeacademy.co.uk))

SEND Team –Bradford ([sen@bradford.gov.uk](mailto:sen@bradford.gov.uk))

SEND Team- Calderdale ([SEN.Team@calderdale.gov.uk](mailto:SEN.Team@calderdale.gov.uk)) 01422 392164

Students with a wide range of abilities and/or special educational needs or disabilities (SEND) are welcomed at Lightcliffe Academy. As a school we consider ourselves wholly inclusive and provides support to meet the needs of students across the 4 areas laid out in the SEND Code of Practice 2015:

- **Cognition and Learning**
- **Communication and Interaction**
- **Physical and/or Sensory**
- **Social, Emotional and Mental Health**

Audit of staff expertise in SEN undertaken annually. SEND staff have an ongoing training package around the individual needs of students. Teaching staff are involved in a range of CPD throughout the year including that of SEND. We engage in training with outside agencies such as the local authority, DAHIT team, SaLT team, ASD, PIVOT care.

### **How will the Academy support my child or young person?**

Lightcliffe Academy is committed to meeting the needs of all students through good quality first teaching and high standards in the classroom. This together with a differentiated approach to learning is paramount to the success of all SEND learners.

In addition to this, we offer a range of evidence-based interventions both in and out of the classroom. These would be delivered by a subject specific teacher or Teaching Assistant. Examples of Wave 1,2 and 3 interventions include:

- **Literacy based interventions**
- **Maths interventions**
- **Pre and post teaching**
- **SaLT (speech and language therapy) interventions**
- **ASD (autistic spectrum disorder) intervention**
- **EAL (English as an additional language) support sessions**
- **Worth – it Programme (positive well-being programme)**
- **Zones of regulation**

The majority of students' needs are met in the classroom with good Quality First Teaching and additional strategies that will overcome many barriers to learning. However, if the student is not making expected progress because of SEND, the subject teacher will contact the SENCo for additional advice and guidance and the school will follow the Assess, Plan, Do, Review cycle as detailed in the Code of Practice (2015) under the "Graduated Approach".

If it felt further assessment is needed this will be discussed with the parent/carer and young person and advice given. If there are significant barriers to learning due to an identified SEND need, the child or young person may then be placed on the School SEND register following parental discussion.

Students on the SEND register remain the responsibility of the class teacher and should uphold any advice given by the SEND team.

Parental concerns can be discussed with the SENCo, Year Leader or Key Stage Achievement Director.

If the child or young person has very complex needs, it may be appropriate to apply for an Education, Health and Care Plan. (EHCP) This would be done via a needs assessment by the authority's complex needs service, together with all agencies involved.

More information about what the authority can offer in terms of SEND can be found in the 'Local Offer' on the council website [local.offer@calderdale.gov](mailto:local.offer@calderdale.gov). 01422 392164

We also endeavour to commission support from specialist outside agencies and professionals wherever possible. Examples of these include SEN Teams in Calderdale, Bradford and Wakefield, Calderdale ASD Team), SaLT (speech therapy team, NHS based, Local Authority), EP (Educational Psychology) support from the authority and an outside agency, CAMHS (Child and Adolescent Mental Health Service), Noah's Ark.

### **How is information about the young person disseminated to staff?**

Students on the SEND register all have a pupil passport written for them with key information about their needs and what helps them to learn. These can be accessed by all teaching and support staff and are updated regularly by the SEND and pastoral team. Students with more complex needs will have a provision map and those with an EHCP will have this reviewed annually. Where appropriate students will have a key worker that they can meet with regularly. All SEND information will be shared with the student and parents.

The SEND register and Access Arrangements (exam support e.g. additional time) List are sent to staff and stored in staff shared files and personal information is available to staff on Arbor.

### **How is the progress of SEND students tracked?**

The progress of students identified as having SEND is tracked and monitored in all subjects in line with the school policy. If it is noted that expected progress is not being made the teacher would highlight this at the Progress Tracking Points which would then be followed up by subject leads or Achievement Directors in liaison with the SEND team. Interventions mentioned above may then be applied as appropriate.

Progress will be reported to parents and carers as per the school policy. This will include progress reports, parent consultation evening and moving on evenings. The Senior Leadership Team will work with the SENCo to ensure SEND students have a full entitlement curriculum and that they are on track with respect to their Progress8 and Attainment8 targets. However, where a personalised and bespoke package is required, the academy will meet with parents and students to ensure they are fully included and informed with respect to their progress and outcomes at every stage.

In addition, the members of the SEND Team will keep in regular contact by phone or email and meetings will be arranged on a regular basis as per the Code of Practice.

Please also see the Inclusion (SEND) Policy for more information.

### **How will the academy help children and young people transfer to the next phase of education?**

The academy is committed to ensuring transition points are well catered for:

Key Stage 2-3:

- Students are offered additional individual and small group visits. During this they can have tours of the building and meet staff to familiarise themselves before the summer.
- Staff from SEND and pastoral teams liaise with key staff and agencies to share information and strategies to develop independence.
- The SENCo and members of the Pastoral Team attend KS2 reviews to share expertise and offer advice to parents and staff of appropriate provision.
- A Pupil Passport is written with staff from the SEND Team as part of the enhanced transition process.
- Additional care is taken to place students with SEND in appropriate groups and that appropriate support is in place.

- Key Stage 3-4:
- Parents and students can have an additional meeting with the SENCo to offer support, advice and guidance with the GCSE option process and possible alternative packages.
- Key Stage 4-5 and beyond:
- Appropriate agencies and staff from post-16 provisions are invited to KS4 reviews to ensure a positive transition and outcome.
- Specialist careers advisors are commissioned to support with next steps.
- School staff will (if appropriate) attend visits to colleges and placements.

### **How are the academy's resources/funding allocated and matched to children's needs?**

Every school or academy receives funding direct from the Local Authority to support children and young people with SEND called the notional SEND budget. We use this funding to provide one to one support where needed, extra resources and access support/equipment if needed, plus extra staff training if needed to support a specific need.

Students with an EHCP will get additional top up funding to help meet their needs in school. This is assessed and allocated by the local authority.

### **How accessible is the school?**

All newly built areas of school are accessible to SEND students and have lifts and disabled toilets. Students who need to use them will be fully trained and a risk assessment will be in place. Where needed, classes would be moved to accommodate disabled students. A defibrillator is positioned in the main office and adequate staff are first aid trained.

Please see the academy's Accessibility Plan for more details.

### **What support is there for students' overall social, emotional and mental well being?**

The academy prides itself on having a very strong ethos of all round care for its students. Each student has a form tutor and a pastoral lead who is the Head of their particular year. These are people who know the students well and can support with any aspect of school life. They also build up a strong relationship with parents and families and can often be the first port of call.

In addition, students with SEND may also have a key work and/or teaching assistant(s) that work alongside them. During free time we have 'safe place' for

our more vulnerable students to visit should they not wish to be in the busiest parts of school.

We offer the Worth-It Programme for students who are identified as having SEMH (social, emotional or mental health) needs. This involves meeting with a key person to create a positive mind set around their education.

**How are parents and carers involved in the school?**

Parents and carers play an important role in the life of the academy and we regularly hold parent/carers consultation evenings, parent forum events, for parents to express their views or find out information, plus an open evening once a year. Please see the website for more information. Parents and carers are always welcome to contact us either by phone or e-mail to have a conversation with either the pastoral leader or the form tutor. The SEND team can be contacted on the numbers above.