SEND Information Report Lightcliffe Academy

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

SENCo: Ms Laura Futers (lfuters@lightcliffeacademy.co.uk)
Assistant SENCo: Mr Jack Greenwood (jgreenwood@lightcliffeacademy.co.uk)
SEND Governor: Tricia Clarke (tclarke@lightcliffeacademy.co.uk)
SEND Team- Calderdale (SEN.Team@calderdale.gov.uk) 01422 392164
SEND Team –Bradford (0800 953 0966)

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 provide 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**

An audit of staff expertise in SEND is 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 and Autism Outreach.

**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 are delivered by a subject-specific teacher or teaching assistant. Examples of Wave 1,2 and 3 interventions include the following, forming part of the academy's strong and broad universal offer, which may be accessed by all students:

Literacy based interventions
Maths interventions
Pre and post teaching
SaLT (speech and language therapy) interventions
Understanding Me (autistic spectrum disorder) intervention
EAL (English as an additional language) support sessions
Worth it Programme (positive well-being programme)
Zones of regulation
Art therapy
Exam preparation sessions
Handwriting intervention
KS4 directed study sessions

Life skills
Sensory circuits
Talk About for Teams
Worth It (to develop resilience and self-esteem)

The majority of students' needs are met in the classroom through the universal offer of good quality first teaching and additional adaptive strategies that address barriers to learning. However, if the student is not making expected progress because of SEND, the subject teacher contacts the SENCo/Assist SENCo for additional advice and guidance and the school follows the Assess-Plan-Do-Review cycle as detailed in the Code of Practice (2015) under the "Graduated Approach".

If it is felt that further assessment is needed, this is 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 be placed on SEND monitoring following parental discussion and assigned to appropriate intervention to further support need.

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

Parental concerns can be discussed with the SENCo, Assistant 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 is done via a needs assessment by the authority's complex needs service, together with all agencies involved. This is evidenced via the Assess-Plan-Do-Review cycle within the graduated approach and over at least three cycles in consultation with the SENCo.

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. 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) and Noah's Ark.

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

All students on the SEND register 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 have a provision map, and those with an EHCP have this reviewed annually. Where appropriate, students have a key worker that they can meet with regularly. All SEND information is shared with the student and parents.

The SEND register and access arrangements (exam support: e.g. additional time) lists are sent to staff and stored in staff shared files. 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 highlights this at the progress tracking points which are then followed up by subject leads or Achievement Directors in liaison with the SEND team. Interventions mentioned above may then be applied as appropriate.

Progress is reported to parents and carers as per the school policy. This includes progress reports, parent consultation evenings and moving on evenings. The school also offers parents the opportunity to attend a SEND coffee morning to provide additional opportunities to meet with staff to review provision and celebrate achievements. The Senior Leadership Team works with the SENCo to ensure SEND students have a full curriculum entitlement and that they are on track with respect to their Progress 8 and Attainment 8 targets. However, where a personalised and bespoke package is required, the academy meets with parents and students to ensure they are fully included and informed with respect to their progress and outcomes at every stage.

In addition, members of the SEND Team remain in regular contact by phone or email, and meetings are 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. In Key Stage 2-3, students are offered additional individual and small group visits. During this time, 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 groups where appropriate support is in place.

In 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.

In 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. The SENCo also works alongside families to develop Preparation for Adulthood targets for EHCP students.

**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. This is 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 to support a specific need.

For students with an EHCP, the school or academy receives 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 are fully trained and a risk assessment is in place for this. Where needed, classes are relocated 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 wellbeing?**

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 key staff 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 worker and / or teaching assistant(s) that work alongside them. During free time we have 'safe places' for our more vulnerable students to visit should they not wish to be in the busiest parts of school. All requests to support additional regulatory and sensory needs are also referred to the academy's provision panel to allocate appropriate intervention.

We offer Talk about or the Worth-It Programmes for students who are identified as having SEMH (social, emotional or mental health) needs. These involve meeting with a key person to create a positive mind set around their education and support strategies around building resilience.

***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 and coffee mornings for parents to express their views or find out information. We also hold an open evening once a year for which dates are shared on the academy website. 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.