

Biscovey Academy SEND LOCAL OFFER

At Biscovey Academy we aim for each child to realise their potential in a supportive environment which provides equal opportunities for all, including those with special educational needs and disabilities. (SEND)

Aims and Objectives

The governing body and staff will do their best to ensure that the necessary provision is made for any pupil with special educational needs and disabilities and that these needs will be known to all who are likely to work with them.

The Headteacher, Staff and Governors will report annually on the policy for SEND.

The staff will ensure that pupils with special educational needs and disabilities join in the activities of the school together with pupils who do not have special needs, as far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of the other children in the school and the efficient use of resources.

Responsible Persons

The responsible person for SEND is Roger Green, Headteacher.

The persons co-ordinating the day to day provision of pupils with special educational needs and disabilities are Elizabeth Davies, SENDCo and Anne Bullock, Deputy Head.

The Qualified Teacher of the Deaf is Sue Rowe.

There is a purpose built Hearing Support Base at the School.

LEVELS OF SUPPORT AND PROVISION OFFERED BY THE SCHOOL

1.Listening and responding to children

Whole school

Views of pupils are valued within the school community

Parents evenings take place twice a year for all children and parents.

The Student Council meets regularly and the agenda and minutes are fed back to other children, staff and governors.

Safeguarding and SEND concerns are discussed regularly at staff meetings.

Additional support and provision

Provision for SEND pupils is included in all consultation documents

Tailored interventions, based on need , are available as appropriate

Data analysis is integral to the tracking of pupil progress and is undertaken by all teaching staff..

Specialist Provision

Termly meetings take place between the Deputy Head and the SENDCo with the Educational Psychologist to discuss the progress of individual children with SEND. Individual Support Plans are drawn up as appropriate and monitored, together with the parents, for some children with SEND.

2 Partnership with parents and carers.

Whole school

The school works in partnership with all parents and carers. They are invited to the Parents Evenings and receive notification of their child's achievement in relation to national expectations. Reports are sent home annually. Parents are encouraged to utilise Parent Support Networks run by other agencies where appropriate. Parent meetings are held each year to aid smooth transition between year groups.

Additional support and provision

Parents are able to contact the school with concerns about their children at any time and to meet teaching staff by appointment.

Specialist provision

Parents are encouraged to have access to a variety of external agencies, including the Cornwall Dyslexia Service, the Autism Spectrum Team, CAMHS, Penhaligan's Friends, and SENDIASS. There is a Parent Support Worker at the Academy.

Parents are actively encouraged to attend and are actively involved in any TAC (Team around the Child) meetings and reviews where their views are an integral part. All documentation is presented in a format accessible to parents.

3/The Curriculum

Whole School

All students, irrespective of ability and SEND have full access to the curriculum. Differentiation of content occurs across the board. Children boost their independent learning skills in their regular responses to marking and feedback. Ongoing rigorous tracking of data and monitoring identify children who may need specific interventions.

Additional support and provision

Children with SEND receive support that is needs led and additional and different to normal classroom differentiation. Reinforcement of reading and spelling occurs during the "Read, Write, Inc" and "Codex" Literacy programmes. Additional support is undertaken in small group work or individually from a Teaching Assistant or Teacher. Professionals from other agencies , such as the Speech and Language Therapist or Educational Psychologist may provide programmes of work as appropriate. These interventions are regularly reviewed and monitored in light of pupil progress.

Specialist

Pupils with a Statement of Special Educational Needs or an Education Health Care Plan have specifically targeted support across the curriculum. There is scope for the Curriculum to be modified for children with specific and complex needs. Additional equipment is available to enable children with specific needs to access the curriculum.

4 Teaching and Learning

Whole School

Learning objectives are shared in each lesson and the success criteria is discussed. High expectations of children with SEND are clear to all. Pupils' work is regularly marked and colour coded so that children have a clear understanding of their achievements. Priority is given to Reading, English and Mathematics and proficiency in this is reinforced by the incorporation of these subjects as part of a cross curricular approach in other subject areas. Independent learning is supported by the appropriate use of technology.

Additional

Teachers share their information and planning on a regular basis to ensure that pupils with SEND have targeted support and provision.

Teaching assistants are involved with working with intervention groups on a daily basis.

Specialist

Personalised and highly differentiated work enables independent learning. One to one support is in place for those children with Statements and Education Health Care Plans. Advice from outside agencies is incorporated into the personalised work to enable the best possible outcomes for the child with SEND.

5 Self Help Skills and Independence

Whole school

Children are aware of their targets and attainment levels and high aspirations are encouraged.

Children have access to water bottles so that they can remain hydrated during lessons.

A visual timetable is displayed daily in the classroom.

Additional

Children have personalised equipment such as overlays, personal timetables and number squares.

All Year 6 children have an I Pad for use in school.

Specialist

Tinted overlays are available for those children with visual dyslexia.

Other equipment ,such as slanted work boards , are available for school loan, after assessment from the Occupational Therapist.

Children with a hearing impairment are well supported by the Qualified Teacher of the Deaf and trained Teaching Assistants. Children are encouraged to be responsible for the management of their own hearing aids.

6/Health, well being and emotional support

Whole school

All children receive SEAL (Social and Emotional Aspects of Learning)lessons and assemblies.

All children receive Internet Safety training.

Safeguarding policies are in place and well implemented.

A Gate keeping group, composed of staff from all areas of the school community, meets on a regular basis.

Risk assessments are undertaken for all School trips.

Children have the opportunity to take part in many extra curricular clubs and activities including sporting and musical events.

Additional

Referrals to outside agencies, such as the School nurse, or Parent Support Groups can be made, on request.

Specialist

The School is frequently a venue for TAC (Team Around the Child) meetings and Senior Staff are actively involved in working with outside agencies.

The School has a visiting Music Therapist who works one to one with children with emotional issues.

The School provides a counselling service delivered by a trained Higher level Teaching Assistant (HLTA).

Children with medical conditions have an individual Health Care Plan which is made available on a need to know basis.

7/ Transition from year to year and setting

Whole School

Transition visits and information sharing from the feeder Infants School is well established.

Year 2 children have a transition week at their new school during the last week of term.

Transition is well planned and takes place progressively over the Summer term with visits and parent information meetings.

Children who move to Fowey River Academy at the end of Year 6 have transition weeks at the secondary school in July.

Children moving up in year group move up at the end of the Summer Term in order to gain familiarity with their new teacher and surroundings.

Additional

Year 3 teachers, the SENDCo and Deputy Headteacher liaise with the Infants and Secondary Schools to ensure a smooth transition for those children with SEND. Extra visits take place for vulnerable pupils.

Specialist

Those children with Education Health Care Plans , who require a careful, structured transition to an Area Resource Base or Special School have several transition visits during the Summer Term, both with School Staff and parents. Teaching Assistant training, where necessary , is recommended and enabled.

The OFSTED inspection in November 2014 stated "Pupils who have special educational needs make outstanding progress from their low starting points. This is because their teachers track their progress rigorously and plan in detail to help them make the next steps."

