



The Blyth Academy

SEND Information Report 2016-17

Contributing to the Northumberland Local Authority Local Offer

You can access the Northumberland Local Authority Local Offer [here](#)

School Mission Statement

The Blyth Academy actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible in accordance with the DFE Special Educational Needs Code of Practice 2014.

Introduction

Welcome to The Blyth Academy SEND information Report which is part of the Northumberland Local Offer for learners with Special Educational Needs and Disabilities (SEND).

The Blyth Academy is an inclusive school where every child is valued and respected. We are committed to the inclusion, to, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

The school believes that all pupils should be encouraged and enabled to realise their full potential academically, socially, emotionally and physically according to their age, aptitude and ability.

We further believe that all pupils should feel respected, in order that their self-image and self-esteem is enhanced in a safe, happy and nurturing environment. The views, opinions and feelings of our students are important and valued and we firmly believe the role of parents and carers is vitally important in supporting their child's learning.

All teaching staff at The Blyth Academy teach students who have SEND and are accountable and responsible for their progress, attainment and enjoyment.

Aims:

- The staff and governors at The Blyth Academy support a whole school approach to special educational needs. We work together as a team, collaborating all that we do for the benefit of all children.
- We believe in a fully inclusive approach.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.

- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.
- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential.

Objectives:

- To identify and provide for pupils with special educational needs and additional needs (in consultation with parents, teachers, the SENCo and outside specialists where appropriate).
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To have a designated SENCo who will work within the SEN inclusion policy and co-ordinate provision.
- To provide support, training and advice for all staff working with special educational needs pupils.
- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure access to the whole curriculum for all pupils.
- To improve standards of achievement of pupils by raising their expectations and what is expected of them.
- To enable all students to achieve their full potential in examinations.
- To encourage, develop and strengthen links with special schools and shareholders in the immediate and wider community.

High quality teaching

Blyth Academy staff strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND in their classrooms (known as differentiation). Such in – class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. All staff currently access weekly training sessions, which focus on the further development of teaching and learning across the academy. The training programme for 2016-2017 is planned academy wide and at faculty level to deliver strategic sessions based on the following main themes:

- Differentiation of learning programmes and related activities
- Assessment
- Effective marking and feedback
- Behaviour management
- SEND support

Staff also have the opportunity to access specialist training at both an academy level, within the Northern Education Trust, county and/or national level.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels and assessments are recorded on SIMS and reported to parents at least once per half term. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress, Heads of Faculties, Heads of School and the SENCO regularly check on the progress of students and raise a concern if students are not making expected progress at in-school and whole-school Student at Risk meetings. Some students who are not making expected progress attend intervention sessions, progress clubs or targeted intervention.

Identifying SEN

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need or disability.

Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to outside agencies and/or the Locality Hub as appropriate. Once this information has been gathered, if a special educational need or disability is suspected or diagnosed, a meeting will be arranged (to include parents) to discuss the student's needs and subsequent actions.

Some students transitioning to The Blyth Academy are already diagnosed with a special educational need or disability and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need or disability in their child, they should initially contact the SENCO or Head of School to share their concerns. The SENCO will then investigate further, as above.

The definition of a special educational need or disability is where a child or young person has a learning difficulty or disability which calls for special educational provision, namely

provision different from or additional to that normally available to those of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years; published June 2014 for implementation September 2014 and updated January and May 2015).

Students with SEND will be placed on the school's SEND register or Additional Needs Register which is accessible to all staff in school.

Supporting SEN students

Where a student is diagnosed with a special education need or disability, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one – to – one or small group targeted intervention sessions with a Teaching and Learning Support Assistant, in – class support , or referrals to outside agencies.

Interventions may involve bespoke packages or a programme developed specifically for the student or group of students. Current interventions include literacy/reading interventions such as Sound Training, Premier League Reading Stars and Spellzone and writing interventions.

Interventions follow a monitoring cycle involving: assess-plan-do-review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve the intervention programme.

Some students receive technology support, such as the use of a laptop, mainly via equipment supplied by school. Students who are allocated technology may also be provided with software to support their progress. Students with visual or hearing impairments are also assessed and supplied with equipment to support their needs; this is currently supplied by the Visually Impaired Service or Hearing Impaired Service.

Parents/Carers of students with SEND will have regular contact with school staff to discuss their child's progress, support needs and any concerns they may have. However, Parents/Carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have a concern.

Education, Health and Care Plans

- Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised

to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with Statements of Special Educational Needs will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria to convert to an Education, Health and Care Plan. There is a transition period for reviewing all students on Statements of Special Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition.

Students with SEND who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the Parent/Carer, student and relevant outside agencies.

Working with outside agencies

Where a student with SEND is not making progress and academy feel that they need advice and support from external professionals, we will discuss such a need with parents. The academy operates a cohesive referral process, which enables professionals, young people and their parents/carers to highlight specific concerns to the Academy Inclusion/Students at Risk Panel, which meets regularly to review referrals. The panel will make decisions regarding referrals to outside agencies and is represented at the South East Northumberland Locality Hub. This hub has been developed across the Blyth area to review professional referrals to outside agencies. The hub enables the academy to make a central referral for young people and their families where a multi-agency team will make decisions based on need and the specialist support available. The following services can be accessed via a Locality Hub referral:

- ***Children and Adult Social Care Teams*** where additional support is required in the home to meet the basic needs of young people
- ***SEND Support Services*** giving specialist access to Behaviour Support workers, Behaviour support teachers, Communication support, Educational Psychologists and Literacy support
- ***Virtual School Inclusion Support*** giving specialist access to Inclusion Support workers
- ***School Health Team*** including school nurse, sexual health nurses and specialist services such as SORTED for drug and alcohol issues
- ***Sensory Impairment Services*** including the Hearing and Visual Impairment services
- ***Children & Young People Service (CYPS) and Primary Mental Health Care Team/workers (PMHCW)*** accessed by young people who may need to be assessed for ASD/ADHD or who are experiencing mental health issues
- ***Northumberland Adolescent Services*** where there are youth offending and anti-social behaviour concerns
- ***Education Other Than At School (EOTAS)*** accessed by children who cannot attend school due to medical needs

- ***Pupil Referral Unit (PRU)***, a specialist behaviour unit where young people can attend for short periods of time

Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Additionally, the academy prides itself on the pastoral care available to all students. The pastoral system enables pupils to have daily contact with their form tutor, as well as the support of a Head of School/Assistant Head of School, Head of Key Stage, Inclusion Mentor and access to Attendance and Behaviour Mentors. This extensive team of professionals provide holistic pastoral care to young people and their families.

Parent and Child Involvement

The academy puts working with Parents/Carers and students at the centre of its work.

Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENCO, Teaching and Learning Assistants, their Form Tutor, their Head of school or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEND with parents and carers.

Equality (Incl. accessibility)

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014 and updated January and May 2015).

The Blyth Academy is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptions and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra – curricular activities. For example, current students with SEND have been involved with the following clubs: Sports clubs, lunchtime nurture clubs, mentoring, library volunteers and charity events. SEND students have also participated fully in Careers Days and Deep Experience Days.

For further information with regards to accessibility please refer to the academy's Accessibility Plan which is available on the academy website (www.theblythacademy.org) in the Policies section on the Our Academy page.

Transition

The Blyth Academy understands that transition between schools and other establishments is sometimes an anxious time for parent/carers and students, especially for students with SEND. An Open Evening takes place in the autumn term to which all Year 5 and Year 6 students and their parents are invited to.

For all students coming into Year 7 at the academy, the Transition Lead and Head of School for Year 7 endeavour to visit all Primary schools where there are students coming into the school. They meet with Year 6 teachers or leaders to gain as much information as possible about these students. For students with SEND, meetings will be arranged with parents as part of the transition programme. The Blyth Academy SENCO liaises with SENCOs from feeder primary schools, who pass on all relevant information, including SEND files. Additional meetings with parents and primary SENCOs will take place where appropriate.

All Year 6 students who will be attending The Blyth Academy are invited in for transition activities in the summer term to help them adjust to life at the academy. Many students with SEND are invited in for extra transition sessions to introduce them to life at the academy; this will additionally help to allay any anxieties as much as possible. Parents/carers of students with SEND often visit the school with their child for an individual tour of the school with the SENCO.

For students with a Statement of Special Educational Need, or an EHCP, the SENCO seeks to attend Year 6 Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCO, in conjunction with the Transition Lead will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers.

For SEND students leaving at the end of Year 11, the SENCO works with the Careers and Guidance Advisor to ensure that all students have thought through their next steps. We also liaise with their next provider to ensure that they understand about a student's support needs. For students with SEND entering our Sixth Form their support will be discussed with them and provision put in place as appropriate.

For further information regarding admissions, please refer to the academy's Admission Policy which is available on the academy website (www.theblythacademy.org) in the Policies section on the Our Academy page.

Funding for SEN

The Local Authority funds schools in two ways to support their SEND provision. Each individual school receives their own SEND funding from the Local Authority. In addition, the Local Authority provides funding through the high need top up fund. The Blyth Academy identifies specific interventions to use this funding and their impact is monitored and reviewed by the SENCO, Assistant Head, Principal and Governors. At The Blyth Academy we use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND pupils. We regularly review this at school level to ensure maximum effective and efficiency. We strive to ensure equity, transparency and clarity.

Anti-Bullying

The Blyth Academy is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within our community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved.

For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website (www.theblythacademy.org) on the Our Academy page.

Staff

Key staff are as follows:

Head of Inclusion and SEND Advocate: Mrs. A. Morrow, Assistant Principal (Inclusion & Safeguarding)

SENCO: Ms. S. Coathup (National Award for SEN Co-ordination)

Responsible for monitoring the progress of students and interventions for students requiring any additional support. Also responsible for implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with feeder schools.

SEND Teaching Assistants: Working with SEN students both in-class and on intervention programmes: M. Kay, L. Maley, J. Fairclough, H. Landless and J. Burke.

SEND Governor: Mrs. D. Smith

Designated Lead for Safeguarding: Mrs. A. Morrow

Designated Lead for Children who are Looked After: Mrs. A. Morrow

Date of next review: September 2017