



Balby Carr Community Academy Special Educational Needs and Disability Provision

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Special Educational Needs and Disability Provision at Balby Carr Community Academy

Balby Carr Community Academy is part of the Wakefield City Academy Trust.



Our Motto:
Building for the Future

How we support pupils with special educational needs or disabilities:

We endeavour that pupils at Balby Carr Community Academy will become successful, motivated citizens who are equipped to face the challenges of the future. We aim to achieve this through providing innovation, creativity and challenge and working in partnership.

Balby Carr Community Academy is an inclusive and comprehensive secondary school which provides education and life chances for students aged 11 to 18.

From September 2017, students with cognition and learning difficulties will attend additional intervention sessions. When appropriate students will have access to literacy and numeracy support which may include the use of the library and ICT. Students will have the option of being supported by the SEND team during lunch time and after school.

Our current Ofsted rating from our most recent inspection in April 2017 is 'Special Measures'. The full report can be viewed on Ofsted's website, please click the following link for further information.

<http://www.balbycarr.org.uk/ofsted-report>

Which Special Educational Needs does Balby Carr cater for?

The SEN Code of Practice 2014 outlines four areas of need of special educational needs and disabilities. The four broad areas of need are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs. This means that whatever needs a pupil has, the characteristic of their needs can be placed into one or more of the aforementioned areas.

At Balby Carr we provide support for students with the following needs:

- Moderate Learning Difficulties
- Social Emotional and Mental Health
- Specific Learning Difficulties
- Speech, Language and Communication Needs
- Autistic Spectrum Disorder
- Hearing Impairment
- Visual Impairment
- Physical Disabilities

How does Balby Carr Academy ensure that pupils who need extra help are identified early?

Pupils are identified as having special educational needs through a variety of methods:

- Pupil performing below age expected levels
 - Concerns raised by parent
- Concerns raised by teacher, aspire mentor or Head of Year, for example behaviour or self-esteem is affecting performance
- Consultations between subject teachers, the SENCO and members of the leadership team where progress data is discussed
 - Analysis of data collected through termly data captures
 - Year 6 transition programme and links with Primary SENCOs
- Liaison with external agencies e.g. Educational Psychology Service
 - Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable



If you think that your child may have special educational needs – talk to us. We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and expect the same from them.

Below change highest possible expectations to All pupils have a minimum progress bench mark based on EET 50 to ensure

How will Balby Carr Community Academy support my child?

All pupils have **Wave 1 intervention** which is quality first teaching. Balby Carr Academy is developing teachers to provide differentiated lessons with differentiated tasks and resources. There are different learning techniques that can be employed in lessons – auditory, visual and kinaesthetic. The teacher has the highest possible expectations for the pupil. Teaching and learning is supported by a programme of drop-ins and observations.

Pupils who do not make expected progress at Wave 1 will receive **Wave 2 intervention**. A “catch up” programme is delivered by subject departments, which includes interventions such as additional teacher support at break, lunch, after school, individual intervention action plan, meetings with pupils and parents.

Pupils who require support which is additional to and different from Wave 1 and Wave 2, will receive **Wave 3 intervention**. This is recorded on the whole school Seating Planner. **Wave 3** support can be:

Small group literacy intervention

Small group numeracy intervention

Access at school and at home to the computer literacy programmes.

Access at school and at home to the computer numeracy programmes

ASD key worker, support session and safe haven

SEMH key worker, support sessions and safe haven

Teaching assistant support within mainstream lessons

Exam access assessments.

My Support Plan

Pupil passports

One page profile

Time out card

How does Balby Carr Community Academy provide additional support for children who have social and communication needs?

- ASD key worker
- ASD support
- Work closely with Autism Specialist Teacher
 - Safe haven identified
 - Safe staff identified
- Advice taken from the specialists such as Educational Psychologist/Speech and language therapy
 - Reasonable adjustments to behaviour policy and behaviour reports
 - Reasonable adjustments to isolation procedure
 - PEEP (personal emergency and evacuation plan) in place as required
 - Aiming High referrals
- Travel training programme for students on the autistic spectrum in conjunction with ASCETS
 - Signposting to local offer and events within Doncaster

How does Balby Carr Community Academy judge if the intervention has had an impact?

All students on the SEN register have either a SEN support plan or an Educational Health and Care Plan (EHCP). These plans are reviewed a minimum of 2 times per year. The pupil and the parents/carers are involved in the assess, plan, do, review cycle, in which a pupil-centred plan is developed and subsequently reviewed. The plan supports the pupil in achieving his/her aspirations. A copy of the plan is issued to parents/carers and the plan is shared with all teaching staff.

The SEND team tracks pupil progress on a provision map. This details the interventions used, the baseline assessment upon entry to the intervention programme and termly assessments. This provision map is shared with and monitored by the SENCO who reviews the impact of interventions.

“Round robins” are issued to subject teachers to provide the SENCO and parents/carers with up to date information regarding progress and attitude in all subject areas. These feed into the SEN support plan.

Pupils may be taken off the SEN register when they have made sufficient progress.

The SENCO liaises with the pastoral team, the lead for attendance and the lead for behaviour to track additional information, for example, attendance, praise and reward, behaviour and exclusions.

How will Balby Carr Community Academy help me to support my child's learning?

- Each pupil is provided with a school planner. Information between home and school can be communicated via the planner.
- The school's website has links to education sites to support home-learning.
 - There is a homework club which runs after school.
- The SENCO and the pastoral team can offer advice and practical ways you can support you child at home.
- Where needed a SEN Support Plan is put in place. This plan will have individual outcomes which will be discussed with you and your child on a termly basis. You will be issued with a copy of this plan. The outcomes are SMART (specific, measureable, achievable, realistic, time scaled) and pupil-centred, with the expectation that the pupil will achieve the target by the time it is reviewed.
Resources will be allocated according to need.
- If your child has complex special educational needs or a disability, they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress with a minimum of 2 further meetings.
 - Where necessary, external agencies will be involved in the assess, plan, do, review process. Recommendations from these agencies will be shared with you so that strategies can be implemented at school and at home.

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

- The SENCO is currently completing the National Award for SEN Coordination.
- The school has a specialist ASD teaching assistant who liaises with parents/carers of autistic students and is a key worker for high need autistic students.
- The school has a specialist SEMH Higher Level Teaching Assistant who supports and delivers interventions for students with social, emotional and mental health difficulties.
 - The school has a CAMHS champion who liaises directly with the CAMHS officer.
 - As part of Doncaster's South West collaborative the school has a counsellor.
 - The school has an EAL team which includes a Polish speaker.
 - There are Higher Level Teaching Assistants to support SEND students in lessons and deliver interventions.
 - The school offers careers advice to pupils

We also work closely with any external agencies that we feel are relevant to individual pupil's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, ASCETS, Hearing Impairment Specialist Teacher, Visual Impairment Specialist Teacher, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS), IFSS, Greengables, JASP, EMTAS and Social Services.

How does Balby Carr Community Academy ensure that all the staff are trained and supported to meet a wide range of children's needs?

- Whole school training for staff delivered by specialist teachers.
- Specialists provide bespoke training for SEND staff eg. The Autism Team, Sheffield Children's Hospital, The VI team, The HI team.
- The SENCO is currently completing the Post Graduate SEND Diploma.
- The SENCO attends Local Authority and WCAT SEND network meetings.
 - Whole school CPD regarding differentiation.
 - All staff are required to complete safeguarding training.
 - Lesson drop-ins with SEN focus.
- Rigorous Performance Management Programme for teachers and higher level teaching assistants.
 - All staff have access to electronic information about SEND students
 - All departments have a SEND toolkit

How does Balby Carr Community Academy manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
 - Parents need to contact Mrs Higgins if medication is recommended by Health Professionals to be taken during the school day.
- The school medical officer, Mrs Higgins, will administer medicines when a child has a Health Plan which specifies that medication is required in school. The Health plan and any emergency procedures are completed in conjunction with parents.
 - Miss Cutting, the SENCO, liaises with the medical officer.
- Staff are informed about those students who have a medical need and a Health Plan.
- There are identified staff in school who are first-aid trained and who have specific training to support medical conditions, such as Epilepsy.
- A PEEP (Personal Emergency Evacuation Plan) is in place for those pupils who require support in evacuating the school in an emergency.

How are the governors involved and what are their responsibilities?

- The SENCO reports to the Governors to inform them about the progress of pupils with special educational needs or disabilities; this report does not refer to individual pupils and confidentiality is maintained at all times.
- There is a good balance between challenge and support from the Governors.
 - The school recognises the importance of having a lead SEND Governor.

How will my child be included in activities outside the classroom including day and residential trips?

Throughout the academic year a series of educational trips and visits are timetabled. This information is published and shared with students/parents/carers. We aim for all pupils to be given the opportunity to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

All pupils are encouraged to support charity events. Charity events are organised by pupils. For example, The Macmillan cake sale and coffee morning is a popular event in the school calendar.

Each year, the PE faculty organises a whole school sports day which is differentiated accordingly.

The creative faculty in school presents an annual school production, Balby has a Talent event and other spectacles throughout the year. All pupils are encouraged to be involved in these extra-curricular activities.

Balby Carr has a thriving Sports Academy and a multitude of sports facilities – BMX track, multi-use games area, indoor gym – all students have the opportunity to partake in extra-curricular clubs and to access these facilities.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new pupils to visit the school prior to starting with us. Upon entry to school, pupils will complete a series of induction assessments to determine their academic ability.
 - For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave Year 6 and to enrol at secondary school, we support the Y6 transition week for pupils with special educational needs. This week allows students to become familiar with their new setting, to make contact with new pupils, to meet the SEND team and teachers, and to reduce anxieties about transition.
 - For students who have an Education, Health and Care Plan, we will endeavour to attend annual reviews and be involved in the assess, plan, do, review cycle.
- We use social stories with children to help explain and prepare them for any major transition as well as other strategies advised by the previous educational provider.
 - We host an open evening for Year 5 and Year 6 students at the start of each academic year.
 - 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.
- If your child has an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
 - We work with the SEND team at Doncaster College. This team are involved in the transition programme from Year 11 to post 16 provision.

How are parents/carers involved in school life?

- Parents/carers of pupils with special educational needs are invited to attend at least 2 reviews per academic year as part of the assess, plan, do, review process.
- Parents/carers are invited to attend at least one parent's evening per academic year. This provides the opportunity to meet with subject teachers.
- Options evenings are held to allow parents/carers and students to discuss options and pathways with subject teachers. These events are supported by the SEND team.
- Balby Carr Academy works in partnership with parents/carers. Parents/carers can arrange appointments to see the pastoral team or key workers in school.
- Parents/carers of pupils with special educational needs are asked to complete a service questionnaire and are asked to make contributions towards whole school training regarding SEND.
- Parents/carers of pupils with special educational needs are asked to contribute the family views. This is an important aspect of the annual review of a statement or an educational, health and care plan. It also is a required element of the SEN support plan.
- Parents/carers views are considered when producing a pupil passport which defines strategies of support for a pupil.
- The SEN policies at Balby Carr relate to and meet the requirements of the new SEND Code of practice effective from 1st September 2014. To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community. <http://www.balbycarr.org.uk/sen-information-reports/>

How accessible is the school environment?

The SEND learning area, which is home to Wave 3 SEND interventions, is at ground floor level, are wheelchair accessible and within close proximity to disabled parking. There are 2 disabled parking bays with access to the main entrance.

There are disabled toilets in the main school near reception and in the Sports Academy. The Sports Academy building is accessible by wheelchairs. The school has an Accessibility Plan.

<http://www.balbycarr.org.uk/downloads/files/Access%20Plan%20March%202015.pdf>

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's Head of Year to share your concerns.
 - You could also arrange to meet with the SENCO.
- Look at the Information Reports on the SEN page of our website.
- Refer to the Local Offer on the Doncaster Local authority website:
<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>
- Parent Partnership information can also be found on the Doncaster Local authority website. If you feel that you would like support in meetings in school, the Parent Partnership Service will advise you and attend meetings, where necessary.

Who should I contact if I am considering whether my child should join the school?

- Contact John Niland, Deputy Head.

Information in alternative formats

If you have a disability and would like to receive information in an alternative format, please contact Lizzy Cutting (SENCO). We can supply this report:

- as an electronic document with enlarged type sent by email or supplied on a disc,
 - a printed copy on non-white paper,
 - a printed copy with enlarged type.
- Other formats may be possible. We will do our best to respond.

This plan was completed in August 2017 by the academy SENCO and will be reviewed annually.