



Quay Academy Local Offer

1. Contact details

	Special Educational Needs Coordinator (SENDCo)	SEN Governor	Who to contact if you have a complaint about your academy
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2. The ethos of Quay regarding children with Special Educational Needs and Disabilities (SEND)

- High quality first class teaching, providing a broad and balanced curriculum for all children
- Staff are committed to providing for each pupil the best possible environment for learning
- Teachers set suitable learning challenges and respond to children's diverse learning needs
- Children with SEN are inclusively educated where appropriate with their peer group
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve the objectives
- Class room and table top displays support children's independence
- If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided when needed
- Support is personalised and targeted

Any child may have special educational needs either throughout or at any time during their school career. Quay ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Our definition of SEN

Special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Children have special educational needs if they have a learning difficulty which calls for special educational needs provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

How your child might be identified and put on the SEND register:

- The teacher identifies a concern with a child. This can be due to a lack of progress, poor levels, lack of performance, behaviour concerns etc... These can be in one area or several. The child referred to the SENDCo and an observations will take place. Following this, some specialist tests may be carried out.
- A child may come from a previous school on the SEN register with a certain level of support. After a couple of weeks to settle, these children are observed and tested to ensure the appropriate provision is in place and that they are at the correct level of action.
- School has a graduated response to dealing with identified needs. Some children will require a referral to an external agency with recommendations made. However some children may not be deemed as needing their involvement but require further support in school and will have a Termly Support Plan in place with individual targets.
- Early intervention is vital at Quay so in Early Years Foundation stage we look at pupils on an individual basis and make learning personalised for progress to take place. Sometimes a referral to outside agencies such as Speech and Language is required to allow the pupils to get the best possible education and achieve well.
- Children with a recognised difficulty will be set a Termly Support Plan and interventions may be put in place. Pupils will work on individual targets and these will be reviewed termly and a new set provided – if needed. If progress is not made then these children may require more, additional support. Where interventions have been successful, children will then be moved off the register as they close the gap with their expected attainment.
- Children are not automatically put on if they are involved with agencies such as EWO, nurse, social services, home-school liaison worker... There has to be a recognised special educational need.

3. Links to school policies:

SEND policy

Inclusion and Equality policy

Health and safety policy

Safeguarding policy

4. What is the standard admissions numbers (as of Sept 2018)

Number of children on the school roll: 369

Number of children with SEND at support level: 73

Number of children with EHCPs: 7

5. How Quay:

a. Identifies and assesses children with SEND

Identification of SEND is made through thorough and individualised assessment through observation, ongoing classroom assessment and diagnostic assessment. Consultations in progress meetings, parents meetings and intervention reviews contribute to identifying children needing assessment.

Codes of learning difficulties:

- Cognitive and learning **CL** (this includes: *Dyslexia*, Dyscalculia, *MLD*, poor processing skills, poor auditory or visual memory, low *cognitive ability*)
- Communication and interaction **CI** (*speech & lang, ASD*)
- Social, emotional and mental health **SEM** (*beh, ADHD*)
- Sensory and Physical **SP** (*HI VI physical, Dyspraxia, medical*)

Evidence is needed, of the specific areas of need, in the form of Standardised Scores/ percentile ranks obtained from recognised, published tests.

Some tests we refer to are:

- SNAP SEN Assessments
- Boxall Profile testing
- MAT non-verbal cognitive reasoning ability test
- BPVS British Picture Vocabulary Screener (non-verbal language test)
- Turner-Ridsdale Auditory Memory test
- PhAB processing speed test for pictures and digits

Other tests may be used by the Educational Psychologist to add as evidence for their special need.

Those who are on the register must have a termly support plan.

- b. Evaluates the effectiveness of provision for children with SEND
 - Regular meetings with the SEN intervention team to discuss the effectiveness of the provision.
 - Termly learning walks/observations to review effectiveness of provision where monitoring of planning and differentiation are done.
 - Progress meetings to review and adapt interventions

- c. Assesses and reviews the progress of children with SEND
 - Progress meetings are held every term with phase leaders where the Curriculum progress through objectives of the whole class are reviewed. Within this specific groups, such as SEN children are looked at.
 - Every term the SENDCo analyses progress and reviews the provision in place for children not progressing.
 - SEN interventions staff review this provision weekly.

- 6. The best people to talk to at Quay about your child's difficulties with learning/SEND
 - The class teacher
 - The SENDCo

- 7. Types of support available for children with SEND at Quay Academy
 - High quality differentiated class based teacher first teaching
 - Class-based TAs work alongside the class teacher to support children in Small group work or 1:1 support and facilitate the class teacher working with SEN
 - Adapted and differentiated resources e.g. visual timetables, learning walls, table displays
 - Support from outside agencies
 - Intervention team provision (1:1 or very small groups). Specialist staff deliver specific interventions/programmes e.g. speech therapy, ELSA

- 8. How we make sure ALL staff are aware and understand the needs of a child with SEND
 - Class Inclusion folders and Medical Needs folders have all the relevant information about the children with SEND in that class.
 - A copy of Medical Needs Plans are kept in the office
 - Changes in need are emailed to staff
 - Any testing is emailed to the staff
 - SEN staff meetings are held termly to ensure all staff are updated and have chance to reflect on the children with SEND's needs
 - Regular CPD sessions are held for all staff – Autism, Attachment, De-escalation etc

9. How will school let you, the carer/parent, know if they have any concerns about your child's learning

- Your class teacher will contact you and will suggest a meeting with the SENDCo if needed
- The SENDCo may phone or send a letter to ask to speak to you regarding any concerns
- The SENDCo is available at every parent's evening for parents to discuss concerns
- All TSPs are discussed with class teachers and a copy is sent home so parents know their child's targets and how best to support them

10. How support is allocated to children

- Once a specific need is identified then provision is planned to meet their need.
- Interventions are set up and monitored.
- Termly reviews of interventions ensure high quality teaching in class, appropriate interventions and access to external agencies.
- Advice from our external agencies inform support.
- Intervention groups are facilitated by specialist trained TAs whose training is regularly updated.

11. How does support move between the key stages

Arrangements are made to ensure appropriate support is carried on between key stages:

Transition phase	Arrangements
Nursery to EYFS	Multi-agency meetings are held to pass on information that will help support the pupil. EYFS staff visit all feeder settings to meet with staff to discuss SEN pupils Home visits by EYFS staff take place Half day taster day sessions are held Support is put in place and reviewed continually during the pupils first year at school
EYFS to Year 1	Move up stay up takes place – all pupils move classes for the last 2 weeks of summer term High needs SEN pupils may have a meeting with the Class teachers and SENDCo Open afternoon so parents, pupils and staff can meet ELSA sessions for specific support
Year 2 to Y3	Individual behaviour management plans are written, giving the new teacher detailed information about strategies and triggers to ensure successful transition Multi-agency meetings for high need children are held to review and plan for the next year
Year 6 to secondary	Y6 teachers have a meeting with Y7 staff to discuss every child SENDCo has a meeting with the secondary SENDCo, SEN team and Head of Y7 to discuss in detail and hand over files of the children with SEN. Detailed information is passed on to ensure effective transfer to set up appropriate provision.

	<p>High needs pupils will have extra visits to Feeder schools prior to the transition days</p> <p>2 transition days spent at secondary school</p> <p>Y7 SEN staff come into the primary class room to observe and work with specific high need children and prepare them for transfer.</p> <p>ELSA and home-school support for some children</p> <p>Transition meetings multi-agency meetings for children with EHC plans</p>
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12. Which other people and organisations provide services to children with SEND at Quay Academy

External agencies	Key person of contact
Home-school liaison worker	Sue Ridsdale
School nurse	Vicky Whitehouse
ECHO	Richard Hall
Educational Psychologist	Alison Shirley
Behaviour support	Internal – Caroline Broadhead External - Jonathan Hudson
Speech therapist	Alison Paxton
Sensory and Physical Teaching service (SAPTs) (Visual impairment & hearing impairment)	Donna Brady VI Ann Berrell HI
Social services	Bridlington Hilderthorpe team
Children's Centre	Anne Wright
0 – 25 Disabilities Team	Hayley Kilkenny

13. What training have staff received to support children with SEN

- Specialised training from specialists e.g. community nurse, OT etc...
- Regular staff meetings dedicated to SEN. Recent training:
 - IDP training for Dyslexia, Speech and language and autism
 - Attachment disorder
 - Inclusion training
 - Structured Conversation training
 - Effective use of Teaching Assistants

14. How will teaching be adapted for a child with SEND

- Class work is differentiated in small groups and individually when required
- Class based TAs work alongside the class teacher to support children on an individual and small group basis and to facilitate the teacher to work with children with SEN
- Interventions and targets are evaluated and adapted termly
- Accessing different appropriate programmes of studies
- Specialised resources
- Liaison between the class teacher and the intervention team ensure continuity

15. What support is available for children with SEND

- Differentiated work
- TA group support
- Specialised programmes
 - Emotional Literacy programmes
 - Speech therapy programmes
 - Fine and gross motor skills programmes
- Termly support plans to focus learning

16. What facilities are available for children with SEND at Quay Academy

- Differentiated and specialist resources
- HUB for parental support and training
- Access to support from outside agencies e.g. CAMHs, Educational Psychologist, Behavioural support, home-school support, OT, physiotherapy, speech therapy
- ELSA / Pastoral room
- Intervention rooms for small group work
- Disabled toilets with changing bed
- Steps and rails on some toilets
- Ramps to main building
- Specialised equipment ordered on advise