



ACADEMY
LANGLEY

Q3 Langley

Special Educational Needs and Disability (SEND) Local Offer,
Information report and Intervention Guide

Policy Owner:	James McKay
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The Special Educational Needs and Disability (SEND) Department caters for the needs of students with 'Cognition and Learning'; 'Communication and Interaction'; 'Physical'; 'Social, Emotional & Mental Health' difficulties. We aim to provide inclusive provision to all students identified with Special Educational Needs and Disabilities (SEND) to ensure that they participate fully in the life of the Academy and achieve all that they are capable of.

Our Vice Principal with responsibility for SEND is **Ms. G. Cox**.

Our Special Educational Needs Co-Ordinator (SENCo) is **Dr. J. McKay**.

The SEND Team is made up of two **Learning Support Practitioners (LSPs)** and ten **Learning Support Assistants (LSAs)**.

What do we do?

The SEND Department provides extra support for students who have difficulties with cognition and learning, physical disability, speech and language and social, emotional and mental health. We work closely with the Inclusion Support team within the Local Authority and follow their recommendations.

Programmes/Services Available:

Universal (Wave 1)

Quality First Teaching is something that is embedded within the SEN Code of Practice and primarily focuses on the inclusion of **all** students through high quality, everyday teaching. It is a graduated approach which goes above the normal differentiation and learning arrangements provided within personalised teaching and ensures every student is able to access every lesson in a way they are able to achieve and progress.

- Lessons are highly focussed with clear learning outcomes;
- High expectations of student engagement;
- Create opportunities for students to succeed as well as being challenged;
- Opportunities for interactions for all students;
- An emphasis on learning through dialogue;
- An expectation that students take responsibility for their own learning;
- Regular use of praise to engage and motivate students through use of Q-points;
- Key words visible and referred to within lessons;
- Use visual aids within lessons;
- Explicit teaching of metacognition strategies such as note taking, planning and study skills to develop independence;
- Clear, structured lessons with 'Bell Work' and 'R&R';
- Q4K "Quest for Knowledge" – students will be given a booklet of key information related to their Core subjects;
- Vary classwork including independent, pair and group work to support with developing independence as well as group work skills.

Targeted (Wave 2)

Exam Access Arrangements

Access arrangements enable students with Special Educational Needs, Disabilities or temporary injuries to access exams who would otherwise be unable to do so.

Access arrangements epitomise students' normal way of working and are not there to give candidates an advantage.

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

One Page Profiles

A document agreed between staff and students which shares individual strategies and recommendations for students to help inform teaching and learning.

Cognition and Learning (CL):

Fresh Start

- A regular programme to teach students to read accurately and fluently with good comprehension.
- Teaches children to spell correctly and compose their ideas for writing step-by-step.
- Students write every day, rehearsing out loud what they want to write, using their knowledge of the alphabetic code and the 'tricky' words they have learnt.

<https://ruthmiskin.com/en/programmes/fresh-start/>

Catch-up Literacy

- Catch-up Literacy is a structured one-to-one or small group intervention for learners who find reading difficult.
- It uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.
- The programme is designed for use with struggling readers aged 6-14, rather than beginner readers.

<https://www.catchup.org/interventions/literacy.php> .

Reading for Pleasure

- Regular, shared reading in a small group setting, led by a supportive adult.
- Designed for those who have graduated through the Fresh Start and Catch-up Literacy programmes, to help embed a culture of reading for pleasure.

Reading Time

- A regular opportunity for students to read with a supportive adult in a one-to-one setting.
- Suitable for students most in need of catch-up, and those who may be currently self-conscious about reading aloud in a wider setting.

Independent Learning support

- 1:1 support completing Independent Learning.
- Tips for Independent Learning and revision planning.
- Opportunity for students to work with children in different year groups.
- Resources needed for Independent Learning will be available.
- Support will be also offered with handwriting, spelling and comprehension in these sessions.

Catch-up Numeracy

- Catch-up Numeracy is a structured one-to-one or small group intervention for learners who find numeracy difficult.
- It involves 15-minute individual sessions delivered twice a week.
- It is designed for use with struggling learners aged 6-14.

<https://www.catchup.org/interventions/numeracy.php>

A.C.E

- This is a group for students who are working way below their expected attainment within years 7, 8 and 9.
- The group has a maximum of 15 students and they stay together for Core subjects (Maths, English, Science, Humanities).
- There is a Learning Support Assistant in lessons to offer 1:1 support.
- The curriculum is adapted to the needs and understanding of the group.
- They spend several hours of their timetable in one classroom.
- This learning pathway mirrors closely the programme followed by most students during this Key Stage. The only significant difference is that students are exempt from studying MFL. This additional time means we can focus more attention on Mathematics, English and Science, allowing students to fill any gaps in their core skills.

Communication and Interaction (CI):

SULP

- The Social Use of Language Programme is for students who struggle to understand the spoken language and social situations.
- The programme is delivered in small groups, on a weekly basis.

<https://www.westlancs.lancs.sch.uk/interventions/slp-seal>

Speech and Language

- This is delivered on a 1:1 basis following recommendations from a Speech and Language Therapist.

<http://www.swbh.nhs.uk/services/childrens-therapies/>

Games Club

- A more informal opportunity for students to learn about interaction, cooperation and learning to win and lose in a low stakes way.
- Held during break time, in the presence of supportive adults.

Visual Stress Support

- Visual stress test to identify whether a coloured overlay supports with reading.
- Coloured books and overlays.
- Use of alternative methods to record class notes.

Social Emotional and Mental Health (SEMH):

Therapeutic Mentoring

- Therapeutic Mentoring allows a Mentor to spend time 1:1 with a child working on achieving specific goals.

Emotion Coaching

- Coaching, supporting and training in age-appropriate behaviours.
- Interpersonal communication, conflict resolution, problem-solving.
- Relating appropriately to other children, adolescents, and adults, in recreational and social activities.

Sensory and Physical (SP):

Handwriting

- Students are able to practise their handwriting. They are taught skills that they are able to transfer into lessons.

<https://www.thedyslexiashop.co.uk/write-from-the-start-a-unique-programme-to-develop-the-fine-motor-and-perceptual-skills-necessary-for-effective-handwriting.html>

Touch Typing

- Offered to students who will benefit from using ICT as a standard way of working in lessons or assessments.

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

Physiotherapy

- Students will have the opportunity, with an LSP, to carry out physiotherapy routines prescribed for them.
- Members of the SEND team are trained to deliver physiotherapy following guidance from occupational therapists.

<http://www.nhs.uk/Conditions/Physiotherapy/Pages/Introduction.aspx>

Specialist (Wave 3)

Lunchtime supervision

- Members of staff from the SEND department are on duty during lunchtime as for any students that may need support.

In-class support

- This supports our students with Educational Health Care Plans in accessing the curriculum effectively and helps to develop independent learning skills. Our LSAs regularly have refresher training on specific special educational needs so they can use relevant and up-to-date strategies to support students.

Speech and Language Support

- Helps students reach their full potential in supporting in developing their speech and communication skills.

<http://www.swbh.nhs.uk/services/speech-and-language-therapy/>

Visual Impairment Team (VI)

- Gives advice to Learning Consultants, therapists and support staff on teaching strategies and modifications to the curriculum.
- Provide large print and braille versions of curriculum materials.
- Information and guidance for parents.
- Monitoring progress, attending reviews and reporting to parents.
- Teaching specialist skills such as signing and reading braille.
- Advice for special arrangements for exams and assessments.

http://www.sandwell.gov.uk/info/200220/disability/2065/sensory_support_team_for_children

Hearing Impairment Team (HI)

- Providing and checking the correct functioning of equipment for example, hearing aids and radio aids.
- Gives advice to Learning Consultants, therapists and support staff on teaching strategies and modifications to the curriculum.
- Information and guidance for parents.
- Monitoring progress, attending reviews and reporting to parents.
- Teaching specialist skills such as signing and reading braille.
- Advice for special arrangements for exams and assessments.

http://www.sandwell.gov.uk/info/200220/disability/2065/sensory_support_team_for_children

Before being selected for any programme of intervention, students will go through a process of assessment to decide on the most appropriate course for them. Participation in interventions may involve students being withdrawn from their lessons. The progress of students within interventions is regularly monitored.

The SEND Staff provide both academic support and pastoral care to many students with identified Special Educational Needs, whether they have academic, physical or social or emotional needs.

External Agencies

In order to provide the best support for our students, the SEND department work alongside the following agencies:

- Sandwell Inclusion Support:

http://www.sandwell.gov.uk/info/200219/children/2059/inclusion_support

- Child and Adolescent Mental Health Service (CAMHS):

<http://www.bcpft.nhs.uk/services/for-children-and-young-people-and-families/84-camhs/250-specialist-camhs>

- Special Educational Needs Advisory Teacher for Learning (SENAT-L)
- Special Educational Needs Advisory Teacher for Social, Emotional and Mental Health (SENAT-SEMH)
- Special Educational Advisory Teacher for Specific Learning Difficulties (SpLD)
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Sensory Support Team- Hearing Impairment and Visual Impairment
- Complex Communication and Autism Team (CCAT)

Further Information & Parental Support Services:

Local Offer:

<http://www.sandwell.gov.uk/send>

SEN Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

SEND IASS:

<https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwell-iass/>

Sandwell Parent Partnership:

<http://www.sandwellparentpartnership.clicksetgo.co.uk/index.php>