Parents' Guide to SEND at Richmond Academy

At Richmond Academy we aim to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as reasonably possible, in meeting the needs of pupils with Special Educational Needs and Disabilities in adherence with the Code of Practice.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice, 2014)

What can we offer for children with SEND?

At Richmond Academy, we embrace the fact that every child is different and unique, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Who can I talk to about my child's needs?

The class teacher

Responsible for:

· The progress and development of every pupil in their class through QFT and high-quality provision.

· Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
· Working with the SENDCo to review the progress and development of each pupil and ensuring appropriate provision and intervention.
· Ensuring smooth transition for pupils with SEND through liaison with teacher, parents and SENDCo
· Ensuring they follow the SEND policy.
· Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.
· Developing effective relationships with parents and keeping parents informed of pupil progress.
· Working with the SENDCo to identify their own training needs around SEND.

SENDCo for Inclusion Hubs, KS1 & KS2 – Mrs Pritchard

SENDCo for Early Development Hub & EYFS – Miss Robinson

Responsible for:

· Day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
· Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
· Advise on the graduated approach to providing SEND support.
· Monitoring & reviewing Individual Plans and EHCPs on a regular basis.
· Advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
· Being the point of contact for external agencies, especially the local authority and its support services.
· Liaising with potential next providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
· Working with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
· Ensuring the academy maintains an up-to-date register and records for all children with SEND.
· Arranging appropriate whole school and individual SEND training and surgery sessions.
· Ensuring efficient deployment of TAs to support SEND pupils.

· Arranging SEND staff professional development meetings, to include outside agencies where appropriate.

If you would like to speak to Mrs Pritchard or Miss Robinson, please arrange an appointment through the main office.

Principal: Ms Jordon

Responsible for:

· Ensuring that the trust SEND policy is adhered to and followed within their own academy.

· The implementation of the SEND Strategic Plan within the academy.

· Upholding the inclusive vision, values and practice of the trust.

· Working with the SENDCo in their academy to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.

· Overall responsibility for the provision and progress of learners with SEND and/or a disability.

· Monitoring the progress and attainment of pupils with SEND through regular pupil progress meetings.

· Ensuring that resources are deployed effectively and efficiently to meet pupil need.

· Ensuring the deployment of staff so that appropriate transition arrangements are planned for SEND learners.

· Reviewing the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.

· Ensuring a SEND Information Report is written annually, is evaluated by Trustees and is shared on the academy website.

· Developing effective relationships with parents so that they feel valued, supported and included.

SEND Trustee: Ian Robinson

The Trust has the legal responsibility to ensure that its academies meet the needs of all pupils including those with SEND. The SEND Trustee ensures that the board:

· Uses ‘best endeavours’ to ensure that pupils get the support that they need.

· Has the relevant approved policies and that their effectiveness is monitored.

· Deploys adequate resources to provision for pupils with SEND.

· Has appointed suitably qualified SENDCos and that they are working effectively to meet the SEND Code of Practice.

· Advocates on behalf of children and their families to ensure they get the provision they need.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

· The SENCo is available to meet with you to discuss your child’s progress or concerns/worries you may have.

· All information from outside professionals can be discussed with you with the person involved directly, or where this is not possible, in a report.

· Individual plan targets will be reviewed with your involvement every term.

If you have any further questions or concerns about your child then please make an appointment to speak to the SENDCo.

What are IP Targets?

Individual plan targets are small, simple steps to support your child in school. Your child will have 1– 4 targets that all staff working with your child will know. Teachers and

Teaching assistants will know how they can help your child achieve those targets and will work alongside them to support this.

How can you help your child with their targets at home?

The SENCO or class teacher can give you a copy of your child's IP targets for you to look at and support your child with at home. The SENCO can help you with ideas of how to support your child with their targets at home.

What is the Local Offer?

The Children and Families Bill came into effect from September 2014.
Local Authorities and Schools/Academies are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

At Richmond we utilise the LA Local Offer to meet the needs of pupils with SEND as determined by Academy policy and the provision that the school is able to meet, working in
partnership with the Local Authority, external agencies and partners in Education, Health and Social Care.
Oldham Local offer: https://www.oldham.gov.uk/info/201097/your_local_offer

The Family Information Service (FIS) provides free, impartial, up-to-date information to support parents/carers with children and young people aged 0-19 years (up to age 25 with a disability or additional need) and prospective parents www.oldham.gov.uk/fis

POINT
Additional Needs and Disabilities
Information - Advice - Support - Empowerment