

Question	Academy response
<p>1. How does the school know if the children/young people need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> <li>•Transition for students with SEND begins in the summer term before they join St Mary's. This involves a number of processes which are outlined below:               <ul style="list-style-type: none"> <li>i)A visit to the school by the SENCO or a lead SSA to take part in a transition meeting. Members of SLT are also involved in these visits.</li> <li>ii)A second visit, in addition to the taster day, for students with SEND to familiarise themselves better with the school environment and the SEND department. This is to allow SEND students to be able to access the SEND department during unstructured times of the day.</li> <li>iii)The SENDCO visits the feeder primary school and has a face to face meeting with the year 6 teacher, SENDCO and sometimes the parent of each child. This information gathering process allows senior heads of learning house, heads of learning house and form tutors to have information on all SEND students by the start of the academic year.</li> </ul> </li> <li>•If your child has more specific or severe SEND issues, the process of transition may be rather more intensive and involve other external agencies such as PD advisors and the schools EP. This process may be co-ordinated by close liaison between the local SEND Officer and the SENDCO. St Mary's is working on a more structured primary liaison programme for SEND students with severe SEND needs such as Education Health Care plan.</li> <li>•Literacy and Numeracy screening takes place for all year 7 students at the start of the year with the use of the Word Reading Assessment Test to gain a reading, spelling and numeracy standardised score. If this is below 84 for any student then some form of intervention support is offered based on the greatest need of the greatest number. For years 8 and 9 more intervention is based on a figure of 80 or below.</li> </ul> <p>Through year 7 induction, new parents evening and progress day, parents and carers are encouraged to share any concerns regarding SEND with the academy. SEND staff are available for bi-annual meetings in the form of SEND drop ins.</p>
<p>How will school staff support my child?</p>	<p>Students in line with national expectations in their Key Stage 2 SATS enter a standard middle set and pursue the normal Key Stage 3 curriculum in three years. Student that are recognised as SEND follow a bespoke curriculum in one of two integrated pathway (IP) sets for two years. In these nurture sets, intensive numeracy and literacy programmes are followed for two years. Students in these sets may also receive intervention support from SSA's as well as Maths withdrawal sessions. Students in Key Stage 4 then have the option of taking vocational courses which are more suited towards their needs.</p> <ul style="list-style-type: none"> <li>•Through the continued implementation across the academy of the DAFITAL policy SEND student are monitored by class teachers and Heads of Department. The key success outcome for this policy was to ensure that all students, including SEND students, received appropriate feedback on the work that they were completing in class. This also allows classroom teachers and Heads of departments to identify underachieving SEND students and put in place practical strategies to address this.</li> <li>•All students have regular mentoring sessions with form tutors to ascertain whether they have any concerns or issues in school that they want to share. This can sometimes reveal learning issues that can be identified through testing systems and interventions by the SEND department.</li> <li>•Students in year 9 are tested to see whether they are entitled to exam concessions. Several students benefit from a scribe, reader or by having extra time. This makes a difference to their final GCSE grade.</li> <li>•The completion of the BSF programme has allowed a much more user friendly learning environment for SEND students. The accessibility of the building the open planning has allowed an orderly and hard working environment to develop and parents of SEND students are increasingly impressed by this as they walk round during supervised visits.</li> </ul>
<p>3. How will I know how my child is doing?</p>	<p><b>Key Stage 3</b></p> <p>Through year 7 induction, new parents evening and progress day, parents and carers are encouraged to share any concerns regarding SEND with the academy. Year 7 induction evening and progress day allows parents of SEND students to gain an idea of how their child is progressing. A full progress report is published in March and a summer term full report. One page pupil profiles are also produced twice a year and posted home. These are also shared with staff so they have unique information about each SEND child that they teach. Parents are encouraged to discuss them with their child and give feedback on them. There are also two opportunities to visit the learning support department for an informal drop in.</p>

	<p><b><u>Key Stage 4</u></b></p> <p>For Key stage 4 students, there are parent’s evenings in the first term. Pupil profiles are sent home bi-annually in a similar way to Key Stage 3 students. Parents also have access to one page pupil profiles and a chance to visit directly the SEND department during parent’s evening to discuss individual concerns. Parents are also written to with information on EAA concessions, why they have received them and what concessions they have been granted for examinations.</p> <ul style="list-style-type: none"> <li>•School Performance data is analysed at a senior level to gain an insight as to the progress that SEND students make. This is used to make informed choices on the best provision and support of students with SEND that have a public examination in that year. It also allows time to allocate SSA time to exam classes in an attempt to raise the outcomes and life chances of SEND students.</li> <li>•Sub-groups are then analysed including free school meal students and looked after children as part of the new DAFITAL assessment process. Once the data is generated and analysed, it is the role of the learning support department to offer advice or support to those students in the above groups who are at risk of not making the required progress. This allows bespoke guidance and support to be offered to these students to improve their life chances.</li> <li>•Each monitoring meeting is preceded by the completion of a document that highlights SEND students and this document is then discussed with the Head of House and the Senior Head of House for each learning house.</li> <li>•During every academic year we undertake a review of the B4L policy to ensure it is fit for purpose. This gives all SEN students a clear understanding of rules and expectations in the classroom and a consistent system that is applied in all classrooms. It also gives SEND students points and subsequent rewards to aim for on a daily basis. The B4L system allows students and parents to access the system using their own online account to see how many points they or their young person had gained or lost.</li> </ul>
<p>4. How will the learning and development provision be matched to my child’s needs?</p>	<ul style="list-style-type: none"> <li>• Students with SEND have several curriculum pathways that they can choose both in Key Stage 3 and 4.</li> </ul> <p><b><u>Key Stage 3</u></b></p> <p>Students gaining broadly 100 in their Key Stage 2 SATS enter a standard setting system and pursue a varied Key Stage 3 curriculum in two years.</p> <p>Students in the general pathway at the end of year 8 will choose to fine tune their option choices to study in depth areas of interest to themselves. This stream lining is focused on the Arts and Humanities subjects.</p> <p>Students that are recognised as having additional SEND needs follow a bespoke curriculum in our integrated pathway (IP) set for two years. In this IP sets, intensive numeracy and literacy programmes are followed for two years. Students in these sets may also receive intervention support from SSA’s as well as Maths withdrawal sessions.</p> <p>At the end for these 2 years the students pick up the main stream pathway that the other Key stage 3 students have studied and the other options are now made inclusive to their pathway.</p> <p><b><u>Key Stage 4</u></b></p> <p>Key stage 4 has the option of 2 pathways. One General and one vocational.</p> <p>General pathway allows student 3 additional choices of options and they also study core subjects. These are traditional in nature and will in the most part be exam based.</p> <p>The vocational provision has the opportunity to study at BFC once a week or one day here studying Information Technology. They will follow this course for 1 year with year 11 allowing additional support in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>•All students have regular mentoring sessions with form tutors to ascertain whether they have any</li> </ul>

	<p>concerns or issues in school that they want to share. This can sometimes reveal learning issues that can be identified through testing systems and interventions by the SEND department. Every student has a one page pupil profile which is shared to all staff (7-13) that teach them.</p>
<p>5. What support will there be for my Child's overall wellbeing?</p>	<ul style="list-style-type: none"> <li>• Each SEND student is placed in a form of around 25 students and in a learning house with a pastoral manager, Head of Learning House and Senior Head of Learning House. St Mary's also has a team of dedicated support staff including a family support worker and a chaplaincy team. A medical room is available for students that require personal care and there are two disabled toilets that have showering facilities. All medicines that students require are kept in the school office and administered by first aiders.</li> <li>• Every SEND student has a mentor to meet with in case of concerns or worries about aspects of their learning.</li> </ul>
<p>6. What training have the staff, supporting children and young people with SEND, had or are having?</p>	<ul style="list-style-type: none"> <li>• The SEND department can apply to the LEA for additional help with students that may be have specific SEND needs such as ASD, visual or hearing impairment, social, mental and health issues and speech and language specialists. The SENDCO completes a SARS referral form for this which outlines the nature of the problem in the form of a plan, do, review document. This is used by the LEA to decide on how best to co-ordinate their support for the young person and their family. The contact details are already listed in this document.</li> <li>• All staff take part in regular SEND CPD. Specific training is offered to SSA's in ways that can best support students of SEND with poor literacy and numeracy. The SENDCO has completed successfully the national award for SENDCOS. All SSA are given updated training on a regular basis.</li> </ul>
<p>7. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• The SEND department can apply to the LEA for additional help with students that may be have specific SEN needs such as ASD, visual or hearing impairment, social, mental and health issues and speech and language specialists. The SENDCO completes a referral form for this which outlines the nature of the problem in the form of a plan, do, review document. This is used by the external experts to decide on how best to co-ordinate their support for the young person and their family. The Educational Psychologist will be used more in the academic year to help train SSA's and specialist teachers of numeracy and literacy. The SEND director will also be involved more in training sessions within the SEND department.</li> <li>• Contact details for these external services are listed below.</li> </ul> <p>Shine Therapy Services (Speech and Language)  PO Box 1341,  Progress House,  Clifton Rd,  Blackpool,  FY4 4US Preston,  PR2 0TN</p> <p>Contact – Sara Honey-Smith</p> <p>Cathy Hurst/Paul Boldy (Autistic Spectrum Disorder)  Progress House,  Clifton Rd,  Blackpool,  FY4 4US</p> <p>Anna Peachey (Physical Difficulties)  Progress House,  Clifton Rd,  Blackpool,  FY4 4US</p> <p>Angela Crawford (Visual and Hearing Difficulties)  Progress House,  Clifton Rd,  Blackpool,  FY4 4US</p>

	<p>Marc Chevreau/Debbie Shannon (Educational Psychology Service) Progress House, Clifton Rd, Blackpool, FY4 4US</p> <p>Elizabeth Luke, (Specific Learning Difficulties) Progress House, Clifton Rd, Blackpool, FY4 4US</p> <p>(Local SEN Officer) Progress House, Clifton Rd, Blackpool, FY4 4US</p>
<p>8. How will you help me to support my child's learning?</p>	<p>All students, including those of SEND, have their progress recorded throughout the academic year. This information is then used by Heads of House and Senior Heads of House and is compared to their targets. Students should be making appropriate progress in KS3 and KS4 based on the levels that they gained at the end of Key Stage 3. Senior Heads of House and Heads of House know the interventions that are in place to support students that are not making the appropriate progress through accessing the SEND register or provision map.</p> <ul style="list-style-type: none"> <li>• Where a student is not making the appropriate progress, Heads of Learning House and Senior Heads of Learning House would liaise with the SENDCO and discuss what appropriate support could be put in place to meet the needs of SEND students and ensure they make the appropriate progress. All members of staff are expected to be responsible for the progress of SEND students and encouraged to report to the SENDCO any issues that may arise. One pupil profiles have suggestions that parents can put in place to help their young person to improve. Similarly, pupil profiles target areas of improvement for pupils. Revision evenings are used to give SEND pupils revision plans and keep on track.</li> </ul>
<p>9. How will I be involved in discussions about and planning for my child's education?</p>	<p>All parents of students in year 7 have an opportunity to gain knowledge of the policies and processes that are in place at St Mary's by being invited to the year 7 welcome evening event. At this event, the curriculum deputy outlines the setting processes based on Key Stage 2 SATS results. The assessment deputy gives a breakdown of the CAT score of each year 7 student. The SENDCO is also in attendance to field any questions specific to SEND for year 7 parents.</p> <ul style="list-style-type: none"> <li>• The annual Progress Day allows parents to come in to school to discuss their child's progress with their form tutor. Parents of SEND students are also invited in for a separate meet and greet session.</li> <li>• For the last four years, parents can access information on their child's daily progress in terms of the B4L policy. In accessing INSIGHT, it allows parents or carers of SEND students to learn about how well they are meeting the rules and expectations of the B4L policy. They can also gain a view of their child's home learning tasks.</li> <li>• Many pupils with special educational needs and their parents or guardian are involved, through the pupil and in the different and graduated stages of provision to meet their special educational needs. Each parent or guardian receives a copy of their pupil profile and are invited to come into the Academy to discuss this further. All parents of students that have been removed from the SEND register are written to either in September or April. Parents are asked whether they have any concerns about the learning needs of their child.</li> </ul>
<p>10. How will my child be included in activities outside the classroom</p>	<ul style="list-style-type: none"> <li>• There is a wide range of activities that all students can participate in as part of the extra-curricular provision provided by St Mary's. Access to all extra-curricular activities is encouraged for all students of SEND.</li> <li>• Every student that arrives at St Mary's as an in year admission is assigned a buddy to help their transition. The buddy system is also evident in the shared reading programme.</li> <li>• More vulnerable SEND students might also be assigned an older buddy to support them in school.</li> </ul>

including school trips?	<p>This might be a KS4 student or an older sixth form mentor.</p> <ul style="list-style-type: none"> <li>SEND students also have full entitlement to extra-curricular trips. It also includes access to academy extra. Every SEND student has full access to each wonderful week.</li> </ul>
11. How accessible is the school environment?	<ul style="list-style-type: none"> <li>The completion of phase 3 of the BSF programme, allowed a much more user friendly learning environment for SEND students. The accessibility of the building and the open planning has allowed an orderly and hard working environment to develop and parents of SEND students are increasingly impressed by this as they walk round during supervised visits. The whole of the academy site is fully accessible.</li> <li>The Health and Safety policy ensures that risk assessments are completed for students with physical difficulties.</li> </ul>
12. Who can I contact for further information?	<p>The academy SENDCo is Mrs Stansfield. The Head of Learning Support is Mrs Stansfield. Mrs Leigh is the Senior Head of Learning Support. As part of the regulations set out by the Draft Code of Practice (Sept 2014) all SENDCOS should have completed from three years of their appointment, the National Award for SENDCOS. Mrs Stansfield has completed this qualification.</p>
13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<p>All students that have SEND have a number of support mechanisms in place before the transfer from year 6 into year 7. These include,</p> <ol style="list-style-type: none"> <li>An extra visit is also arranged for high need SEND students</li> <li>The taster day event allows parents to meet their child's form tutor and the SENDCo</li> <li>If a child with an EHC plan is being transferred to St Mary's, the SENDCo will attend the last review meeting.</li> <li>Documentation will be forwarded on from each feeder primary to the SEND department.</li> </ol>
14. How is the decision made about how much support my child will receive?	<ul style="list-style-type: none"> <li>Students that have withdrawal sessions within learning support are selected based on the greatest need for the greatest number and usually this would mean a raw score of less than 80 for a WRAT 4 test.</li> <li>Students with EHCP have a number of statutory hours that are used to support them directly.</li> <li>Parents are fully involved in the decision making process for their child and the pupil profile which is sent home to parents details the support they are receiving and how parents can help with their child.</li> </ul>
15. Admission and access for disabled students	<ul style="list-style-type: none"> <li>Applications from students that have a physical disability are encouraged by the academy as we have full access for students as the site is barrier free.</li> <li>All disabled students are treated equally in terms of extra-curricular activities and educational opportunities outside the classroom.</li> <li>Disabled students would receive the appropriate support as stated in any EHPC that they may have.</li> <li>The equality policy and accessibility plan is accessible on the BEBCMAT website.</li> </ul>
16. Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?	<ul style="list-style-type: none"> <li>The Blackpool Council's SEND offer can be found on the link below. <ul style="list-style-type: none"> <li><a href="https://www.blackpool.gov.uk/Residents/Education-and-schools/Documents/Local-Offer-Splash-Page.pdf">https://www.blackpool.gov.uk/Residents/Education-and-schools/Documents/Local-Offer-Splash-Page.pdf</a></li> </ul> </li> </ul>