



CHILDWALL
SPORTS &
SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Childwall Sports & Science Academy **SEND Information Report 2019-2020**

Welcome to our SEND Information Report. All governing bodies of maintained school have a legal duty to publish information on their website about the implementation of the governing body's policy for students with Special Educational Needs and Disability (SEND). This information is updated annually.

At Childwall Sports & Science Academy, we value and are committed to working together with all members of our school community. Our local offer has been produced with students, parents/carers, governors and members of staff.

If you have any specific questions about the Liverpool Local Offer, please look at:

<http://www.Liverpool.gov.uk/education-and-the-children/special-educational-needs/about-the-local-offer>

<p>Types of Special Educational Need that are provided for at Childwall Sports & Science Academy</p>	<p>At Childwall Sports & Science Academy we cater for children aged 11-18 years and provide support for students across the four areas of need detailed in the SEND Code of Practice 2014. These are:</p> <p>Communication and interaction- for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.</p> <p>Cognition and Learning- for examples, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy and Numeracy.</p> <p>Social, Emotional and Mental Health Difficulties- for example, where children have a difficulty in managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children’s learning or that have an impact on their health and wellbeing.</p> <p>Sensory and/or Physical Needs- for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment.</p> <p>Some children may have SEND that covers more than one of these areas.</p> <p>We currently provide support for children with all four areas. We have a strong staff who have experience of supporting children with Autism Spectrum Condition, Speech and Language Difficulties, Hearing Impairments: Specific Learning Difficulties such as dyslexia and dyscalculia and various social and emotional needs. In addition to our staff we also work closely with a range of outside agencies from education, health and social services to support the wide range of special educational needs.</p>
<p>Information about the school’s policy for identifying student with SEND</p>	<p>At Childwall Sports & Science Academy we are a close school community. We care and value all our children. We have daily informal teacher assessments of learning which inform lesson planning, this feeds into formal termly assessments and students’ progress meetings. Members of the SLT along with subject staff identify students who are making slow or less than expected progress. The first response is to provide high quality precision teaching by the class teacher; where progress continues to be below expected the subject teacher will highlight any concerns with the SENDCO.</p> <p>When deciding whether to make provision for a special educational need, the subject teachers and SENDCO will work closely together to gather all the necessary information gathered from within school about the students’ progress and information regarding national and age related expectation. This information gathering will include a meeting with the parents/carers and if appropriate the child.</p>

<p>The school's approach to teaching students with SEND</p>	<p>At Childwall Sports & Science Academy, all students have equal access to a broad and balanced curriculum, differentiated to enable all students to achieve and succeed. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.</p> <p>Children are encouraged to become independent learners and to develop an enthusiastic approach to learning. There are high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.</p> <p>We make it a point to discuss aspiration with all our learners.</p> <p>Underpinning all our provision in school is the graduated approach cycle:</p> <div data-bbox="891 448 1697 975" data-label="Diagram"> <pre> graph TD A[Cause for concern] --> B[Deciding whether a child has SEN] B --> C[Assess] C --> D[Plan] D --> E[Do] E --> F[Review] F --> C subgraph Cycle C D E F end G[SEN Support] --- Cycle H[Keeping records] </pre> </div> <p>All teachers are responsible for every child in their care, including those with special educational needs. The school recognises that children are at different levels in their learning and learn in different ways. To support our children, the school delivers the curriculum in different ways. We offer small group support and individual support when needed.</p>
<p>Who is the special educational needs co-ordinator (SENDCO) and how can she be contacted?</p>	<p>The SENDCO at Childwall Sports & Science Academy is: Name: Miss E. Wylie Telephone: 0151 722 1561 Office Email: ewylie@childwallssa.org</p>
<p>Evaluating the effectiveness of the provision made for students with SEND</p>	<p>As specified in the SEND Code of Practice, we adopt an “Assess, Plan, Do, Review” approach to evaluating the effectiveness of our provision.</p> <p>Any group or individual provision is time-limited and progress is monitored carefully against specific, measurable targets. Provision is evaluated half termly and any changes to provision are made as necessary according to the level of need.</p>

	<p>This information is also reported to governors annually and an annual SEND Information Report is posted on the school website.</p>
<p>Our strategies plans for developing and enhancing SEND provision in our school next year include....</p>	<p>To target intervention for those children in Year 7. Plan interventions on a half termly basis to ensure intervention is targeted and regular to allow children time to consolidate and demonstrate within class lessons. To focus intervention on Social, Emotional and Mental Health aspects to ensure all students are ready, prepared and open to learning. To increase the participation of students with SEND in after school and cross curricular clubs.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>The school will keep close contact with you about your child's overall well-being To support the transition into Year 7 we offer enhanced transition visits and your child may be allocated a buddy. The buddy system provide support during many aspects of life at Childwall Sports & Science Academy. Learning support has a dedicated area open before school, and at breaks and lunchtimes. Students can access all learning support assistants at these times and have access to wide range of activities including chess, crafts and table tennis. We have a whole school behaviour policy which is consistently applied throughout the whole school which focusses on positive behaviour, celebrating individual and class achievement. If children require additional support for their behaviour, they may be placed on an Individual Behaviour Plan (IBP) to help support and modify their actions. These are shared and agreed by the class teachers, parents and the child and reviewed. Our Safeguarding procedures are in line with the local authority guidance. Attendance and punctuality are monitored closely.</p>
<p>How do we consults with parents of students with SEND and involve them in the child's education?</p>	<p>At Childwall Sports & Science Academy we understand the importance of the role of the parents/carer as a child's educator. We operate an open door policy where parents are strongly encouraged to make an appointment to come into school to speak to our SENDCO if they have concerns about progress or SEND provision for their child. We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. Parents can arrange to meet the subject teachers to discuss their child's individual support plan each term. General information regarding the curriculum is available on the school website. We strive for a person centred approach to information gathering and the cycle of assess, plan, do, review. All children on the SEND register have a pupil profile/support plan.</p>
<p>What training are the staff supporting children with SEND having/have had?</p>	<p>The SENCO attends Local Authority Briefing to keep up to date with any legislative changes in SEND. All staff receive training to meet the needs of all the children attending the school at any point in time. This may include training on specific intervention programmes or training in specific aspects of SEND. The school has a service level agreement with the ADHD foundation and Autism initiatives who deliver annual training to all staff.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We can make referrals, with your consent to many specialist services including CAMHS (Child and Adolescent Mental Health Service) Speech and Language therapy service, ASC/ADHD pathway, YPAS, Educational Psychologist. If there are concerns around attendance and punctuality, the school may seek advice from the Education Welfare Officer (EWO)</p>

<p>How does the school support children when moving between phases of education?</p>	<p>When joining Childwall Sports & Science Academy you will be invited to look around the school and if required meet the SENCO to share necessary information regarding your child. If your child has additional needs, we will contact any specialist services that support your child. We support students moving to new setting and key stages by making opportunities available to then attend the new setting for discreet activities. Where appropriate we may develop a transition plan in partnership with you.</p>
<p>Who can I contact for further information?</p>	<p>SENDIAS - for confidential and impartial advice and support for parents of children with SEND (0151 225 4947)</p>
<p>What do I do if I need to make a complaint? How will we deal with an SEND related complaint?</p>	<p>Any complaints should first be raised with SENCO, then if necessary with the Head teacher and finally if unresolved, with the SEND Governor. Managing parental complaints related to SEND (any of the following may apply) All SEND complaints must follow the school's formal complaints procedure: The SEND Governor is consulted External advice may be sought Key legislation regarding the matter is identified Good levels of communication with parents/carers are maintained throughout the process Meetings with the parents/carers are arranged, perhaps involving a mediator such as IASS (Information, advice and support services network- 0151 233 0496) Key issues are identified including where there is agreement Discussion should take place with SENCO Reports provided by outside agencies should be considered Support plan where applicable are reviewed examining what progress the pupil has made. Any behaviour logs should include strategies which are shared with parents/carers</p>
	<p>Relevant school policies underpinning this SEND Information Report include:</p> <ul style="list-style-type: none"> • SEND Policy • Teaching and Learning Policy • Curriculum Policy • Equal Opportunities Policy • Behaviour Policy <p>Legislative Acts taken into account when compiling this report include:</p> <ul style="list-style-type: none"> • Children's and Families Act 2014 • Equality Act 2010 • Mental Capacity Act 2005 • SEND Code of Practice 2015