

Academy Name and Address	Great Academy Ashton Broadoak Road
Telephone number:	0161 241 9555
Website Address:	www.gaa.org.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	Yes, the Academy particularly recognises and supports students with Communication and Interaction needs.
What age range of pupils does the school cater for?	11 – 16
Name and contact details of your school's SENCO	Kathy Casey, SENCO – 0161 241 955 Patricia Farrell, Assistant SENCO – 0161 241 9555 Kim Heavey Assistant SENCO – 0161 241 9555
Name of Person / Job Title with responsibility for maintaining the Academy's Local Offer	Kathy Casey, SENCO, Inclusion 0161 241 9555 kathleen,.casey@gaa.org.uk
URL for direct link	www.gaa.org.uk
Principal:	Mrs J Langley
SEN Governor:	

Introduction

Language and Communication skills are essential for the development of a child's learning and their social and emotional wellbeing. They also play a vital role in developing skills for life and work. It is important that everyone who works with children and young people has the appropriate skills and knowledge to be able to:

- promote Language and Communication development;
- identify those children who are experiencing difficulties; and
- support children and young people who have communication and interaction concerns

Children and young people with Language and Communication needs (L&C) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. These difficulties do not only affect language and communication, they can have a profound and lasting effect on children's lives. Making friends, sustaining relationships, emotional regulation, problem solving and behavioural control are dependent on good speech and language skills as well as learning to read and academic achievement. In order to be included into school, home and community life good communication skills are vital. Poor communication is also a risk factor for mental health difficulties and impacts on emotional well-being. Because of these links, there is a knock-on impact on further education opportunities, employability and family stress. In addition to this, people with L&C needs are significantly over-represented in the young offender and prison populations. It can often be the case therefore that L&C difficulties can look like something else: behaviour or literacy difficulties, mental health needs, school refusal.

As Communication and Interaction skills impact on so many key areas, the Academy has looked to develop and extend provision in this area beyond the expected provision for students identified with special educational needs (SEN). This document outlines the expected provision for supporting SEN in the classroom and wider school community; it further details the extended specialist provision for children and young people experiencing Communication and Interaction needs.

Teaching and Learning

SEN provision

Targeted additional adult support through learning support assistants

Wide variety of specific resources to address individual needs including pen grips, coloured overlays, provision of laptops and tailored curriculum programmes

Online and ICT programmes to address literacy and numeracy deficits (Lexia and Accelerated Reader available on the school website)

Staff training in delivering an inclusive curriculum through differentiation and creative planning

Early identification of reasonable adjustments for exam provision

Progress data shared with parents termly; additional information offered in home languages to EAL students; additional meetings with parents/carers of students at SEND and EHCP level.

Language and Communication

Learning Support Assistants have participated in CLASS training to deliver targeted intervention for students identified with L&C difficulties

Speech and Language Therapist are available to deliver training and oversee interventions delivered by the Learning Support Assistants,

Speech and Language Therapists work with families and carers, train staff to deliver strategies in the classroom, small group work and early assessment

Learning Support Assistants are trained in delivering Read, Write inc Phonic programme as an Intervention

Foundation Learning Teachers are trained in delivering Read, Write inc and Corrective Reading, as a whole class intervention to address specific L&C concerns affecting literacy

Additional curriculum support given to Speaking & Listening skills throughout all departments

Learning Support Assistants trained to work with students with specific C&I needs, directed by speech and language input.

Rich oral environment encouraged in all departments via display, planning and curriculum delivery

Annual Reviews

SEN provision

All annual reviews will take place during the academic year with each student and family offered an interim meeting to ensure provision is suitable and having an impact on progress. Interim reviews will be at the request of the Academy; however, review meetings can be held at parental request at any time during the academic year.

All review process use a staged and graduated approach to identifying and assessing needs, using the Assess, Plan, Do and Review model.

All SEN review meetings will involve parents and student and will be attend by the SENDCo or ASENDCo

All students on the Inclusion Register will undertake a review of their provision during the academic year 2018/19 to ensure their provision is having an impact on their progress or experience of school.

All SEND students will have a One Page Profile that give classroom teachers more detailed advice and strategies on supporting these students

An SEN Person will be available at all Academy events involving parents / families and provision will be made to accommodate SEN enquiries.

Language and Communication

Language and communication advice will be available to parents / carers and will aim to address all issues of communication and interaction, focussing on working and living with teenagers.

Student Voice meetings will be held termly with students directly affected by L&C issues to ensure provision is appropriate and having a positive impact.

SEN Policy and Local Offer will be made available to all through the Academy's website. Confidential enquiries can be made to the SENDCo via email

SEN information will also be added to the Academy's Twitter feed and available to those who have subscribed to a text service.

Annual reviews will be attended by speech and language professionals, support staff and will be offered to suit parents / families at a variety of times; families who may have experienced difficulties in the past will be offered an initial 1:1 meeting to explain the process.

Keeping Children Safe

SEN provision

All students with identified SEN are also students of the Academy and protected by the same rigorous Health & Safety checks applied to all areas of the Academy's provision. This includes the Academy's stringent policy on bullying which can be found on the website or by request from the Academy's Administration Manager.

Risk assessments are undertaken in line with Local Authority and Government guidance and all are checked annually by a designated external officer.

Departments which may be deemed to be higher risk e.g. PE , Science, D&T are subject to formal inspections and have additional guidance on curriculum provision, planning and delivery. Any SEN issue which may have an impact on these subject areas e.g. visual impairment is taken into consideration during the planning and assessment stages of all lessons.

Parents/carers can find all relevant documents on the Academy website and can ask to see any risk assessment related to an Academy lesson, department or school trip.

Language and Communication

Provision for children and young people with L&C difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. They may have difficulties with communication, social interaction and imagination. In light of this, the Academy has Learning Support Assistant that have been trained on delivering a programme for students on how to interact in different situations.

E Block lunchtime club runs at break and lunch time. The staff take it in turn to eat lunch with students, modelling acceptable social interaction and building positive relationships with students who may struggle in social situations.

E Block lunchtime club also offers English-speaking students a chance to build friendships with newly arrived students who may not speak English yet and feel especially vulnerable in large crowds.

E Block lunchtime club offers a safe environment for our more vulnerable students

E Block lunch time club offers opportunities for extra support to complete homework tasks.

Specific projects for identified students, eg. Jamie's Farm, Manchester United Foundation projects, horticulture, GAA Step Up curriculum support and develop student's communication and social skills and their self esteem and resilience.

Health (including Emotional Health and Wellbeing)

SEN provision

The Academy has strong links with local health providers including School Nurse who run a confidential weekly drop-in service for students as well as providing a vaccination and healthcare programme throughout the curriculum. Provision for students with SEN is part of this whole school programme and every care is taken to ensure all information is clear, accessible and inclusive. 'Off The Record' confidential counselling service is also available to students through a referral process, with parental consent.

The academy will not administer medication without completing a Care Plan or express permission from parent or carer. Accommodation will be provided for those students who need to monitor health conditions such as diabetes on a regular basis. Relevant staff members are informed via the SIMS system. All medical records remain confidential unless written permission is given by parents or carers.

First Aid training is available to staff and all those identified as First-Aiders are given regular refresher courses. Additional training in the administration of certain emergency medication has been given to selected staff members.

Language and Communication

Students with communication and interaction needs can access a range of health and wellbeing services including an on-site speech and language therapist who can work with students on an individual basis, in small groups, apply strategies in the classroom or devise a programme supporting students and families in both home and school environments.

Referrals for additional support can also be made through the Inclusion team.

Once identified, staff involved are given a range of resources and strategies to plan and deliver an inclusive curriculum. A One Page Profile is drawn up in conjunction with the student. This will identify the need, offer advice on resources and strategies to support classroom teachers. CPD in the form of SEN Clinics and specific SEND CPD sessions are built into the school calendar to strengthen staff's practice.

Inclusion department participate regularly in relevant training to deliver targeted intervention for students identified with L&C difficulties

Additional input from external support agencies is sought when required.

Communication with Parents / Carers

SEN provision

An SEN desk will be available at all Academy events involving parents / families and provision will be made to accommodate SEN enquiries

Staff with a specific role in SEN and Inclusion provision will be identified on the Academy's website with a dedicated email address. Parents / carers who wish to contact a specific person will be given very clear instructions on how to do so. All administration staff and pastoral staff will also have this information to hand and be able to give an immediate answer to enquiries regarding SEN and Inclusion.

An appointment system is in operation and every effort will be made to accommodate parent/carer requests concerning dates and times.

Progress data is provided to parents / carers every half term. This will be duplicated on the Academy website and available in community languages

Following an identification of SEN needs regular meetings and discussions will be had with parents.

Language and Communication

SEN information will be made available to all through the Academy's website. Confidential enquiries can be made through a dedicated helpline staffed at specific times and through a website enquiry model.

Annual reviews will be attended by speech and language professionals, support staff and will be offered to suit parents / families at a variety of times; families who may have experienced difficulties in the past will be offered an initial 1:1 meeting to explain the process

Following identification of L&C needs, a meeting will be held with parents / carers to outline possible pathways of intervention and introduce parents / carers to key staff members. An information leaflet detailing avenues of support open to families both locally and nationally will be provided. This again will be in a range of community languages.

Working Together

SEN provision

Home / school contracts are available for all Academy students and these can be accessed in the Student Planner distributed to all students on arrival at the Academy. Any additional information for parents / carers of student with SEN would be discussed at an arranged meeting.

As an inclusive academy, all students have the opportunity to represent their tutor groups on Year and Academy Student Councils. These positions are elected by their peers. Students directly affected by SEN issues are invited to interim and annual reviews meetings to voice their opinion on the provision. Opportunities to discuss their targets and additional provision are also given as part of the review process.

Parents / carers have the opportunity to discuss their opinions on the curriculum and Academy matters through direct communication and the SEN desk at Academy events.

SEN parents are made aware of wider support available from Tameside and Oldham LA.

Language and Communication

Student Voice meetings as part of the One Page Profile are held regularly with students directly affected by L&C issues to ensure provision is appropriate and having a positive impact.

A SEAL programme (Social, Emotional Aspects of Learning) is being introduced into the KS3 curriculum to allow students the opportunity to share ideas and debate issues in a democratic, appropriate manner. Group interaction and issues around social skills are addressed through this programme and it will have a positive impact on engaging students who may be experiencing difficulties in these areas.

What help and support is available for the family?

SEN provision

For parents / carers of students affected by SEN, additional support is offered through Inclusion team. This team, and any member of it, is available to parents / carers for any discussion or guidance needed when completing forms or paperwork. Additional support in the form of the Parent Partnership team is also available and staff will be happy to direct parents / carers to this organisation in both Tameside and Oldham LA.

A nominated member of the inclusion team will remain a key point of contact for all families of students attending the Academy and a dedicated email address will be available.

Further information, advice and guidance on a range of Academy issues, whether SEN related or not, can be found on the Academy's website at WWW.gaa.org.uk

Language and Communication

To address specific L&C issues, all forms and paperwork produced by the Academy will be reviewed to ensure they are fit for purpose. All forms and paperwork will also be available in community languages – upon request. Any paperwork required will be explained verbally and help provided to complete and submit where necessary.

Links will be made with local and national support organisations working in the field of speech, language and communication to ensure that information is current and relevant.

Transition from Primary School and School Leavers

SEN provision

All students identified as being part of the primary SEN register will be visited by a member of the Inclusion team and strategies / resources used by feeder primary schools identified on their transfer records. All students with an EHCP will have a member of the Inclusion team attend their final primary review to ensure that appropriate provision is in place at the time of transition.

Additional visits to the school will be available to students and their families affected by an EHCP. A named staff member will be allocated to that student and their family to start building a positive experience of transition and support.

Transition events for all Y5 and Y6 pupils will be offered throughout the academic year as well as department-linked events. As an inclusive school, these will be planned, delivered and evaluated to accommodate the needs of all students attending, where that information is available.

Post-16 provision for students with SEN will begin in Year 9 with a Guided Choice Evening. Appointments to discuss Post 16 provision can be made through the Inclusion.

Additional support is offered to SEN students with their transition to college, with close links to both Tameside and Oldham College.

Language and communication

A SEAL curriculum including Foundation Learning in Year 7 will link to transition work in Year 6 to address levels of concern or anxiety around transition. This will encompass a wide range of skills-based engagement around Language and Communication and will promote the ethos of tolerance, understanding and acceptance modelled throughout the Academy.

Speech and Language services will be offered to feeder primary schools to aid transition and all professionals involved will attend a transition forum to ensure continuity of provision and care. Named key workers will oversee this process and be involved with the student and family members from Year 5 onwards.

Information L&C workshops will be made available to parents of students with L&C needs.

Extra-Curricular Activities

SEN provision

The Academy offers a full programme of after school activities which are open to all students. These are free of charge to Academy students.

Summer Holiday programmes arranged by Active Tameside may incur a small charge but this is reviewed annually and provision is made to fund places so that all opportunities are available to all students.

Language and communication

Provision for children and young people with L&C difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. They may have difficulties with communication, social interaction and imagination. In light of this, the Academy has designed a training programme for students on how to interact in different situations which provides practice opportunities across subjects within the curriculum and in a wide range of settings with different groups and individuals. These include:

E Block lunchtime club runs at break and lunch time. The staff take it in turn to eat lunch with students, modelling acceptable social interaction and building positive relationships with students who may struggle in social situations.

E Block lunchtime club also offers English-speaking students a chance to build friendships with newly arrived students who may not speak English yet and feel especially vulnerable in large crowds.

E Block lunchtime club offers a safe environment for our more vulnerable students

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[Glossary for Local Offer](#)

Annual Review

All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.

Assessment

This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.

Code of Practice

The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.

Differentiation

Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

EHCP

Education, Health and Care Plan

An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is available on Tameside and Oldham Council websites.

Exam Special Arrangements

Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed. Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.

Inclusion

Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability. within and beyond the school in order to plan for the young person's transition to adult life.

One Page Profile

A One Page Profile is a document that is produced with the students' input as to support them in the classroom. It contains a bank of strategies from professionals to assist classroom teachers in supporting students.

Personalised Learning

Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability.

SENCO

Special Educational Needs Co-ordinator

A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.

Statutory Assessment

This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

Transition

Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.