SEND at Babington Academy

The aim of this information is to explain how we implement our SEND policy.

In other words, we want to show you how SEND Support works in our academy. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website https://www.babington.lwlat.org.uk/SEND-Policy/

1. What types of SEN does the academy provide for?

Our academy provides for learners with the following needs:

Area of Need	Example Conditions
Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

2. Which staff will support my child and what training have they had?

Our SENCOs are called Mrs Sarah Farn and Ms Fiona Oliver.

Mrs Sarah Farn is a qualified teacher. She is a full time SENCo, she holds the National Award in Special Educational Needs Co-ordination. She also holds a NPQ for Leading Teaching.

Mrs Fiona Oliver is a qualified teacher and has previously taught in academys in the West Midlands. She has previously worked as a SENCo in Coventry. She holds

the National Award for Special Educational Needs Coordination. She has completed a specialist dyslexia teacher and assessor qualification (Post Graduate Certificate in SpLD: Dyslexia).

Our SEND Admin is Mrs Meera Barber.

All our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of learners who have SEND.

Our Assistant Teachers (ATs) regularly attend training on the four areas of need throughout the academy year. Training for all staff is identified during our annual staff development process. We have a team of 29 ATs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Many of our assistant teachers are trained to deliver bespoke interventions.

Experts at Hand

Sometimes we need extra help to offer our learners the support that they need. Whenever necessary we will work with experts at hand to meet the needs of our learners with SEN and to support their families.
These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Teams in Schools (MHST)
- Education welfare officers
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's form tutor. You can do this through parents' evening, emailing or calling your child's form tutor or head of house. They will pass the message on to our SENCO, Mrs Sarah Farn and Ms Fiona Oliver, who will be in touch to discuss your concerns.
You can also contact the SENCO directly using our dedicated SEN email address bab-send@babington.lwlat.org.uk One of the team will either call you or arrange to meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what

outcomes to set for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing, by email or letter, and your child will be added to the academy's SEND register.

4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any learners who are not making the expected level of progress in their academic work or socially. This might include checking reading and spelling ages, providing examples of their classwork or in class observations.

If the teacher notices that a learner is falling behind, they try to find out if the learner has any gaps in their learning. If they can find a gap, they will give the learner extra support to try to fill it. Learners who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the learner is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SEND team will observe the learner in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

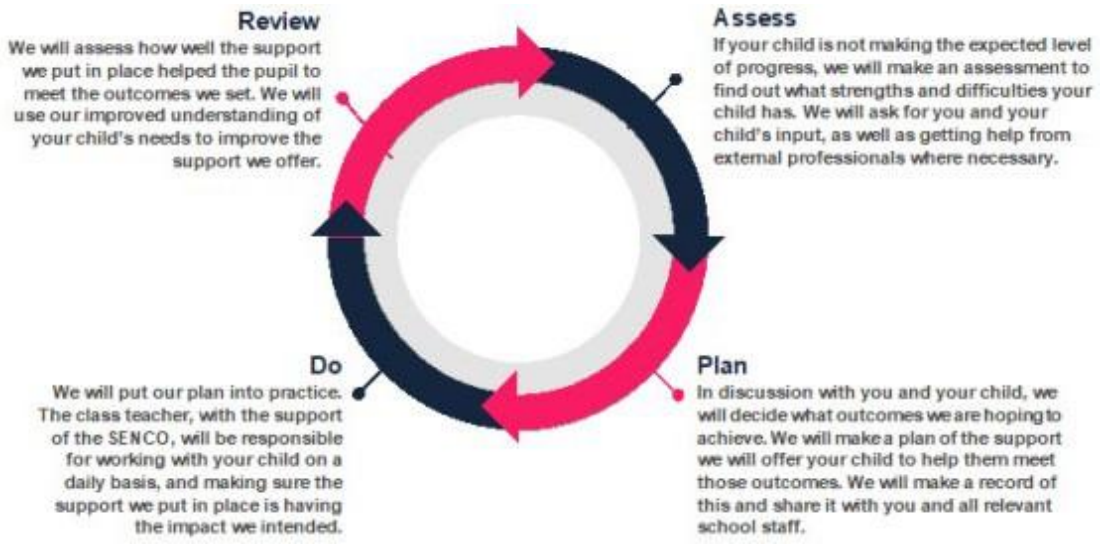
The SEND team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of experts at hand such as a speech and language therapist, an educational psychologist, or a pediatrician.

Your child may be referred to our academy's internal Inclusion panel. This panel consists of Vice Principal for Inclusion, Vice Principal for behaviour and attendance, Director of AP, SENCo, Speech and Language Therapist and Educational Psychologist. The panel meets fortnightly and discusses each referral on an individual basis.

Based on this information, the SENCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a Learner Passport (a SEN support plan) for them.

5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment.' We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a learner has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's academic progress [annually at a

minimum]. Your child's class/form teacher will meet you during parents'

evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

Assess: If your child is not making the expected level of progress, we will conduct an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from experts at hand where necessary.

Plan: In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant academy staff.

Do: We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child, and making sure the support we put in place is having the impact we intended.

Review: We will assess how well the support we put in place helped the learner to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the academy adapt its teaching for my child?

https://www.babington.lwlat.org.uk/Accessibility-Plan/

Our accessibility plan covers increasing the extent to which disabled learners can participate in the curriculum.

Your child's teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will adapt how we teach to suit the way the learner works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. This is identified by using Strategy Mats for each area of need.

These adaptations include:

- Adapting our curriculum to make sure all learners can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

- Catch-Up Literacy

- Spellzone
- Speed-Up Handwriting
- Touch Typing
- Emotional Literacy
- Pet Therapy
- All About Me
- Colourful Semantics
- Zones of Regulation
- Literacy Gold
- ELSA
- Morph Mastery
- Talkabout
- Language for Behaviour and Emotions

These interventions are part of our contribution to Leicester City's local offer https://families.leicester.gov.uk/send-local-offer

Some children require additional curriculum adaptations. To support these children, we have a flex approach in academy that offers a combination of core subjects, intervention, and bespoke curriculum opportunities.

Our Specialist Base (SPB) is for learners with diagnosed speech and language need. Places are allocated by the local authority for learners with an EHCP (Education, Health, and Care Plan). Our SPB teachers are specialist SEND teachers.
The classes have our highest level of adult support to support children to access their curriculum. Please see the Specialist Base page for more information.

https://www.babington.lwlat.org.uk/Designated-Specialist-Provision-DSP/

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each cycle
- Using learner questionnaires
- Monitoring by the SENCO
- Using data to measure progress
- Holding an annual review (if they have an education, health, and care (EHC) plan)

10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities

- More assistant teachers' hours
- Further training for our staff

- Experts and hand

If that is the case, we will consult with experts at hand to get recommendations on what will best help your child access their learning.

The academy has a SEND notional budget to cover the cost of any additional support required.

Where further top up funding is required, we can make an application to the local authority. The local authority makes the final decision about how top up funding is allocated.

11. How will the academy make sure my child is included in activities alongside learners who do not have SEND?

All our extra-curricular activities and academy visits are available to all our learners, including our before and after-academy clubs.

All learners are encouraged to go on our academy trips, including our residential trips e.g. France in Key Stage 4.

All learners are encouraged to take part in:

- sports day
- academy events
- external visitor workshops

No learner is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the academy make sure the admissions process is fair for learners with SEN or a disability?

Babington Academy admissions policy:

https://www.babington.lwlat.org.uk/New-Admissions1/

The SENCO communicates with primary schools to plan for transferring learners, this includes Year 6 induction days.

Additional visits for learners with SEND to visit Babington Academy are arranged where required.

The SENCO has meetings with the Primary school for some learners with SEND.

The SENCO will work with the Local Authority to plan for learners who need specialist support/equipment.

For in year transfers, parental consultation meetings are held so that we can plan a supportive transition process.

13. How does the academy support learners with disabilities?

https://www.babington.lwlat.org.uk/Accessibility-Plan/

Babington Academy is an inclusive academy.

Our accessibility policy outlines specific details about how we support learners with disabilities. All staff have compulsory training around safeguarding, including safeguarding children with disabilities. This is linked to the Equalities Act, 2010 and the SEND Code of Practice, 2015.

We support children with a range of disabilities including hearing loss, visual difficulties, sensory needs, and physical disabilities. We make reasonable adjustments to support individuals based upon their specific needs.

This may differ between learners and may include:

- Additional support to access the curriculum
- Specially adapted resources
- Specialist equipment (for example a braille machine)
- Lift access
- Liaison with experts at hand (including Health and local authority specialist teachers)
- Teacher training
- Exam access arrangements
- Support for emergency evacuation

This list is not exhaustive. Please do contact us if you have any questions about supporting your child's needs.

14. How will the academy support my child's mental health and emotional and social development?

Babington Academy can provide a range of resources to support SEMH needs.

We work closely with our academy Mental Health and Wellbeing Team and the experts at hand at the Local Authority.

Staff are aware of and use the same referral process for mental health support for all learners. All learners can self-refer to any of the Mental Health interventions. These leads to earlier access to the interventions and support. Please see further support on our mental health page https://www.babington.lwlat.org.uk/Mental-Health-Well-Being/

The academy offers support with social skills, either 1-2-1 or through interventions. These are delivered by trained Pastoral staff and Assistant Teachers who develop positive, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy and reasonable adjustments are made to accommodate individual needs. Work can be done with these learners around emotional literacy and behaviour management.

The academy has a zero-tolerance approach to bullying and understands that children with SEND could potentially be more vulnerable.

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of academy. We promote self and mutual respect and a caring and non-judgemental attitude throughout academy.

The Mental Health and Wellbeing Team is able to support children with regard to their emotional wellbeing and mental health through focused assessments and interventions.

School Counselling can prevent the escalation of social, emotional and mental health
difficulties through:

- Encouraging the child or young person to express their voice
- Empowering children and young people to maximise their potential and reach meaningful goals
- Exploring the difficulties of children and young people
- Increasing children and young people's understanding and ability to address their difficulties
- Promoting strategies to cope with change
- Supporting the development of personal strategies needed to manage problems
- Increasing resilience

The academy counsellor offers assessments and preventative interventions to children and young people within a non-judgemental atmosphere. in addition to providing step down support following a discharge from CAMHS.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between Schools

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting.

Between Key Stage 2 and 3

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming learners near the end of the summer term. We arrange meetings with the parents/carers of incoming learners to discuss how we can best welcome their child into our community.

Onto adulthood

We provide all our learners with appropriate advice on paths into work or further education. We work with the learner to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

The Designated Teacher for looked-after children is Mr. Ben Connell who works closely with the SEND Team to make sure that all teachers understand how a looked-after or previously looked-after learner's circumstances and their SEN might impact their learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

https://www.lwlat.org.uk/Policies/

Complaints about SEN provision in our academy should be made to our SENCOs, Mrs A Fenton (Vice Principal) or Mrs F Laywood (Principal) in the first instance.

They will then be referred to the academy's complaints policy. If you are not satisfied with the academy's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-academy/disabilitydiscrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Family Information | Disagreement resolution (leicester.gov.uk)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

This academic year we will be hosting three SEND coffee mornings, each having a specific focus on an area of need, led by an expert at hand. Information will be shared on ReachMoreParents nearer the date.

To see what support is available to you locally, have a look at your local authority's local offer
Leicester City's local offer https://families.leicester.gov.uk/send-local-offer
Leicestershire's local offer https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: https://sendiassleicester.org.uk/

National charities that offer information and support to families of children with SEND are:

IPSEA https://www.ipsea.org.uk/

SEND family support https://sendfs.co.uk/

NSPCC https://www.nspcc.org.uk

Family Action https://www.family-action.org.uk/

Special Needs Jungle https://www.specialneedsjungle.com/

19. Glossary

Access arrangements – special arrangements to allow learners with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a learner's EHC plan

Area of need – the 4 areas of need describe different types of needs a learner with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – Child and Adolescent Mental Health Services

Differentiation – when teachers adapt how they teach in response to a learner's needs

EHC Needs Assessment – the Education, Health and Care Needs Assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an Education, Health and Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

Experts at hand: Are outside agencies such as Educational Psychologists, Specialist Teachers , Speech and Language Therapists who can offer specialist support to learners.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the learner's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the learner

Intervention – a short-term, targeted approach to teaching a learner with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for learners with SEN in the local area

Outcome – target for improvement for learners with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SEN - Special Educational Needs is broad term for children who have a difficulty or difference in learning that requires extra support compared to other children

SEND - Special Educational Needs and Disabilities is a term that encompasses both special educational needs and disabilities

SENCO – the Special Educational Needs Co-Ordinator