

The Local Offer

Rushden Academy

At Rushden Academy, there is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in Academy and feel that they are a valued member of the wider Academy community.

Rushden Academy is an inclusive Academy and offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory and/or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and external agencies. It is designed to promote students working towards becoming independent and resilient learners and becoming the best they can be.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Subject Teacher / Form Tutor / Head of House / SEND Team
Special Educational Needs Co-ordinator (SENCO)
Mrs P Smith
email: p.smith@rushden-acadmey.net

He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on the progress of your child and identifying, planning and delivery of any additional support.

- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

- Applying the Academy's SEND policy.

If you have concerns about your child you should speak to your child's subject teacher / form tutor first. You may then be directed to the SENCO. She is responsible for:

- Co-ordinating provision for children with SEND and developing the Academy's SEND policy.

Principal:
 Mr M Stenton
 m.stenton@rushden.northants.sch.uk
 SEND Governor:
 Mr Alan Dodds

Ensuring that parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child is doing
- Consulted about planning successful movement (transition) to a new group or Academy
- Liaising with a range of agencies outside of Academy who can offer advice and support to help students overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

The is responsible for:

- The day to day management of all aspects of the Academy, including the provision made for students with SEND.

He is responsible for:

- Supporting Academy to evaluate and develop quality and impact of provision for students with SEND across the Academy.

Assessment, Planning and Review

How can I find out about how well my child is doing?

On-going monitoring takes place by students' teachers to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and / or targeted small group and / or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

This additional support is documented in an individual provision map or individual education plan or behaviour support plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external

agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties.

In some cases, teaching assistant or higher level teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider Academy activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and, when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and in the drawing up of an Education Health Care Plan (EHCP). Parents / carers will be regularly invited in to establish and review targets with relevant professionals. Further details about this process will be explained in the Local Authority's Local Offer.

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/local-offer/Pages/default.aspx>

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the Academy and recognised by JCQ can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Intervention

Learning and the curriculum support

Strategies to plan, assess and evaluate and next steps

- Bench mark testing in Year 7 – updated yearly in Key Stage 3
- Individual Education Plans / One Page Profiles

Strategies to support and increase accessibility

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Access to modified equipment and ICT
- Specialist equipment as required on an individual basis to access the curriculum

Students may access support staff from the SEN Team

- In core subjects
- In practical subjects
- In vocational options
- For group work
- For 1:1 targeted work

Strategies to support / develop literacy including reading

- Focussed reading lessons, with group or paired reading
- Small group intervention programmes, using the 'Catch Up' programme
- Access to specialist dyslexia teachers / structured programme
- Accelerated reader programme
- EAL support

Strategies to support / develop numeracy

- Small group intervention programmes

Provision to facilitate / support access to the curriculum

- Some small group / individual withdrawals depending on need
- Personalised timetables

Strategies / support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on study skills
- Homework club
- Planners for all year groups
- Visual timetables for class and / or individual students

Pastoral Support

Students may access a range of support from across the Academy. Every effort will be made to match the need with the most qualified member of staff.

Strategies to support the development of students' social skills and enhance self-esteem

- Small group programmes
- Lunchtime clubs
- Mentoring
- Quiet room available for lunch / break time
- Social Skills groups

Mentoring activities

- Reflection times, led by keyworker / mentor
- Anger management groups
- Peer mentoring

Strategies to reduce anxiety / promote wellbeing (including communication with parents)

- Transition support, visits and events
- Protective Behaviours and SEAL small group work
- Reduced modified timetable
- Regular contact and liaison with parents as necessary
- Open door policy

Strategies to support / modify behaviour

- Academy sanctions and reward system as set out in Academy Behaviour Policy
- PSP report process
- Personalised provision, co-ordinated by specialist staff
- Mentoring

Support / supervision at unstructured times of the day including personal care

- Breakfast Club – before Academy starts
- Trained staff supervising during break periods
- Break time – safe havens available
- Lunch clubs – safe havens available
- Quiet room – safe haven
- Study Club

Personal and medical care

- Associate Staff (Medical) available for students throughout the day
- Care plans for students with medical needs

Partnerships with External Agencies

The Academy works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of Support
Educational Psychology Service Our attached Educational Psychologist is Jacquie Lomas	Planning Meeting, Assessment, Parent Liaison, Observations and Advice
Speech & Language Therapy Academy Nurse Occupational / Physiotherapy / Paediatric Services CAMHS (Child and Adolescent Mental Health Service)	As indicated in Care Plans Academy may refer as required and implement recommendations following specialist assessment
Independent advice and support service for SEND	This provides a range of flexible services to ensure parents are informed and supported with their child's education. Contact: 01604 364833 contact@apps.info
Educational Professional responsible for children who are looked after web address	This oversees and monitors provision for children who are in the care of the Local Authority. Contact: 0300 126 1000 virtualAcademy@northamptonshire.gov.uk
Our designated link is Jo Parton	Academy may refer as required. A diagnosis of ASD is required initially. Work can be completed either at home or school.
Sensory Impairment Service	Specialist teachers work with the identified students and provide support and advice for parents and teaching staff.

Transition

How will the Academy help my child move to a new group / year group or to a different Academy?

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving to another Academy: We will contact the Academy SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving groups / forms in Academy: Information shared with new teacher.

In year 6 – 7 transition: The SENCO will attend primary / secondary transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new

Academy and / or additional visits from the new Academy.
Liaison / Communication with Professionals / Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- SENCO available at all parents evenings
- Referrals to outside agencies as required
- Close work with identified and relevant agencies

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that the teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered: **ADHD, Safeguarding, Depression in Adolescents, Asperger Syndrome, Visual Impairment, Hearing Impairment and Epilepsy.**

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The Academy also seeks advice and guidance from local special Academy's to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with specialised expertise and qualifications in Academy including:

Accredited Teaching assistant, EAL.

First Aid trained teaching assistants

FURTHER INFORMATION about support and services for students and their families can be found in:

The Local Authority Local Offer www.northamptonshire.gov.uk/localoffer

Information about Rushden Academy can be found on

www.northamptonshire.gov.uk/localoffer