

Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:

Address:

Telephone Number:

Name of Executive Principle

Executive Principle Contact details:

Name of Associate Principle

Associate Principle's Contact details

Website address:

Facebook account details:

Twitter Feed details:

School/College Specialism:

Age Range of students (start and finish) to include Post 14 onwards where relevant):

Date of Last Inspection:

Outcome of last inspection:

Does school/college have a specialist designated unit /
additional learning support department? Yes No

Total number of students with special educational needs at college/setting :

Total number of students receiving additional learning support:

1. The kinds of special educational needs for which provision is made at The Cedars Academy

The Cedars Academy is a mainstream school in Birstall and is currently for pupils in years 7 - 13. We serve the population of Birstall as well as Rothley and the surrounding areas. We are part of a Multi Academy Trust which includes our main feeder primary schools (Riverside and Highcliffe) as well as Beauchamp College in Oadby, Sir Jonathan North, Martin High, Humphry Perkins & Judgemedow.

The Academy has a special unit on site for pupils who have specific speech, language and communication impairments. The unit is directly funded by the Local Education Authority. Admissions to the unit are determined by the LEA through the statutory assessment process.

Speech and Language pupils are integrated into mainstream lessons, with support.

As a community, The Cedars endeavours to create an environment where every individual can derive the most opportunities to develop potential in an atmosphere of care, respect and responsibility. We provide a broad and balanced curriculum that meets the needs and abilities of all pupils.

Please see our website for more information about this provision.

Our mission statement clearly states that we have the inclusion of all pupils at the centre of our school. We want all pupils to be "aspiring to excellence" to reach their academic potential in a happy and supportive environment.

2. Information about The Cedars Academy policies for the identification and assessment of pupils with special educational needs.

The SEND department led by the SENCO coordinates the needs of SEND pupils from induction until they leave. We ensure a smooth transition from feeder school until they continue to KS4 and some pupils into KS5.

Pupils on the SEND register will be highlighted by primary colleagues to the Head of Year 7 and an overview of needs/current provision will be discussed. After this visit, the SENCO will go into the primary schools and discuss needs in more depth and the SENCO will meet the pupils. (If the pupil has a Statement or Educational Health and Care Plan, the SENCO will already have the pupil and parents/carers at the Annual Review). SEND pupils will have additional workshops at feeder primary schools and then will come to The Cedars Academy for extra transition visits and to meet the SEND team.

If a pupil transfers within the school year, a series of tests will be carried out to assess the pupil's reading and spelling age. This enables us to provide a curriculum suited to their needs. The early identification of SEND is paramount in supporting both the child and helping them to achieve success.

When pupils enter the school (in Year 7) they will complete the NGRT reading test and various spelling tests. After completing the tests, pupils will be placed in a small group setting if they have literacy or numeracy difficulties. We also use KS2 SAT results and teacher assessment to support our decision making.

During some morning registrations, literacy and numeracy difficulties are worked on in a variety of ways with key members of staff. Interventions such as reading and numeracy interventions are aimed at raising pupils' progress.

Once settled, parents/carers will be given regular opportunities to contact school to discuss their child's progress and review how the term/year has gone.

We have built positive relationships with several outside agencies. We work closely to support our pupils with help from Autism Outreach and

an Educational Psychologist The school also has a designated governor for SEND/inclusion.

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier the action is taken the more responsive the child is likely to be, and the more readily intervention can occur. Assessment should not be regarded as a single event but rather as a continuing process.

3. Information about The Cedars Academy policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

- (a) How The Cedars Academy evaluates the effectiveness of its provision for such pupils

When an SEND pupil enters The Cedars Academy a tracking process begins.

Pupils are also set in ability groupings to cater for the individual needs of all pupils. Learning support assistants work within these ability groupings to support pupils. Pupils may receive support on a 1:1 basis, pairs or small group setting. We also have technological support to assist the learning and progress of our pupils. We have an IT room; a set of alpha smarts and a room open every lunchtime to support homework issues.

Termly, the SEND register is reviewed and tracking sheets assessed to judge progress. As part of the data cycle, progress and attainment are reviewed on a termly as well as annual basis. Identification of pupils who are not making progress or who are having difficulties will be highlighted and their needs assessed. In some cases we may need to have specialist support from an external agency or staff CPD (continual professional development) to ensure more progress is made.

If concerns are found, then a pupil may be assessed. This will involve sharing information, data, observations and communication with staff, pupil and parents. All SEN students have a SEN profile. This gives them an insight into the pupil's difficulties as well as suggestions of how to cater for the individual's needs.

Data from the SEND pupils will be discussed with the SEND Governor and shared with the governors.

Faculty Leaders are encouraged to discuss provision with the SENCO and to decide on the best utilisation of resources e.g. placement and responsibilities of Learning Support Assistants.

(b) The Cedars Academy arrangements for assessing and reviewing the progress of pupils with special educational needs

The SEND department have created a comprehensive tracking sheet to judge the progress of SEND pupils. It will be evaluated termly to check how well the pupils are doing and if there are any areas of concern. This information will be reported back to parents via reports and parents evenings. SEND pupils will also be monitored by their subject teachers.

Pupils with an EHCP will also have the opportunity to discuss this information at the annual review. These reviews are carried out in line with statutory guidance for reviews. Information at these meetings from parent/carer, school and external agencies is shared and updated. A copy of this is then sent to the Local Authority.

Pupils who do not have an EHCP or statement will be identified as "SEND support" on the SEN record and will be monitored termly as well as annually to check progress through assessments and reports.

Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings. The SENCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.

The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

(c) The Cedars Academy approach to teaching pupils with special educational needs

Academic setting arrangements in some subjects will take into account the following;

- Information received related to pupils' achievements including National Curriculum Key Stage 2 test results and Key Stage 3 teacher assessments.
- Reading and spelling ages
- Results of assessment carried out by faculties
- Advice from the SEND department at the pupils' previous school.
- Advice from outside agencies where appropriate.

The Cedars believes in 'Quality First Teaching'. Teachers are aware of their responsibilities to differentiate according to the needs of pupils in their classes.

Teachers are provided with a teaching strategies guide and have access to regular staff training to improve their understanding of special educational needs.

The Cedars has a team of Learning Support Assistants who work closely with the teaching staff to enable pupils to fulfil their potential.

The provision for pupils is related specifically to their needs by:

- Differentiated resources
- Appropriate marking
- Specialist equipment & materials
- In class support for small groups by Learning Support Assistants when necessary
- Small group withdrawal when necessary
- Mentoring
- Literacy and numeracy interventions
- Support from Outside Agencies

(d) How The Cedars Academy will adapt the curriculum and learning environment for pupils with special educational needs

The curriculum at The Cedars Academy provides a broad and balanced education for pupils with SEND. Setting means that learning and progress are developed at an appropriate pace and delivered using quality first teaching. Sets are arranged flexibly and based on identified pupil need. Additional support from LSAs is used to support groups and individuals with a long term goal of developing independent learning skills.

The Cedars Academy has an inclusive ethos. We believe in engendering a sense of community and belonging. The Cedars has high expectations of all pupils.

The Curriculum at Key Stage 4 has been developed to ensure all pupils achieve their potential and is a passport to a successful future into further education and a professional workplace. The curriculum has been adapted to provide three pathways to cater for the needs of our pupils. All pupils will study:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (GCSE)
- PE (Core)

All pupils will then have additional options depending on their needs.

We are able to offer personalised timetables for pupils with special needs, built around pupils' individual needs and based on their ability, capacity and potential. If you wish to discuss a personalised timetable, please contact the SEND team.

Post 16

Pupils wanting to enter Post 16 will be expected to select four courses. Pupils need 5 A*-C grades at GCSE (including English and Maths), plus meet any specific entry requirements that are listed.

The Cedars learning environment has been adapted to meet the differing needs of pupils.

Steps have contrasting colour edging.

A hearing loop is available in the Palmer Tompkinson Centre.

Quiet/calming rooms are available for pupils who require this facility.

Adaptations can be made to furniture placement or timetabling of pupils with mobility needs.

(e) How The Cedars Academy will provide additional support for learning that is available to pupils with special educational needs

When pupils are identified as having SEND, The Cedars Academy provides for these needs in a variety of ways.

- The provision for pupils is related specifically to their needs by:
- Differentiated resources
- Appropriate marking
- Specialist equipment & materials
- In class support for small groups by Learning Support Assistants when necessary
- Small group withdrawal when necessary
- Individual withdrawal for programmes tailored to meet specific needs of the pupil.
- Placing in appropriate groups
- Mentoring
- Literacy and numeracy interventions
- Support from Outside Agencies

In Year 9 & 10 pupils will be tested to determine if they qualify for Access arrangements for public examinations and internal tests. Access Arrangements may include the use of a scribe, reader or additional time.

- (f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

At The Cedars Academy we pride ourselves on the extra curriculum activities we offer. At lunchtimes alongside all the clubs and activities we offer all pupils, we also cater for SEND pupils. We provide a lunchtime club, in this club pupils can play computer games, board games watch films and chat with friends in a safe environment. We also offer homework support. This is open every lunchtime and is run by one of the learning support team. Pupils can use the support, books and computers to complete homework.

All pupils have access to extra-curricular trips and educational visits both foreign and trips within the UK.

Departments run a variety of after school clubs ranging from homework catch up to involvement in the arts and sport.

Pupils are made aware of opportunities through internal school publicity. Notices will be read out in tutor time and assemblies, posters are displayed throughout the Academy and individual teachers will publicise opportunities.

Support for vulnerable pupils is offered by the SEND and Speech and Language departments at both break and lunchtimes.

If a pupil wishes to take part in a trip or activity the SEND department will liaise with staff and parents to ensure appropriate provision is made.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs

Pupils at The Cedars Academy are placed carefully in a tutor group on entry. The tutor is the first point of contact for parents/carers for any concern. We have a strong pastoral team made up of an Attendance Manager, Tutors, Heads of Year and Guidance and Support Manager who help to support the social and emotional well-being of pupils.

Each year group has a student manager who also has pastoral responsibility. The student manager will coordinate responses to concerns about emotional and social needs alongside the SENCO.

A medical room is available to pupils in the main office where supervision is provided should pupils need to administer medicines. The school nurse visits the Academy weekly.

Good attendance is essential to success at school. Pupils' attendance is monitored and support offered. The Cedars aims to minimise instances of poor behaviour through early interventions and adaptations to the curriculum.

At The Cedars we believe that all forms of bullying are unacceptable and that all members of the Academy community have a shared responsibility in preventing it and responding to it. All pupils and staff have the right to work and be educated in a safe and secure environment, and to be protected from others who may wish to harm, degrade or abuse them in any way.

The safety of pupils is paramount. Pupils are not allowed to leave the campus at lunch or break times for their own protection. All staff have received safeguarding training.

If pupils wish to contribute their views they are represented by Students With Voices.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department

The first point of contact for any concerns should be the pupil's tutor.

If there is a more specialised concern the SENCO/SALCO at The Cedars Academy is **Miss Kathryn Bunney** and you can contact her or **assistant SENCO Mrs Miranda Banister** via our school switchboard.

The phone number is: **0116 2677107** or email

Kathryn.Bunney@Lionhearttrust.org.uk

Miranda.Banister@TheCedarsAcademy.org.uk

They would be more than happy to discuss any concerns or worries that a parent/carer has about their child.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Each year the school has several training sessions dedicated to SEND. These help staff to develop the appropriate skills, knowledge and resources to support quality first teaching and addressing the needs of all pupils.

The SENCO actively engages in up to date training to share best practice and help deliver staff CPD. She works with a number of outside agencies to support the needs of pupils.

In-service training of all staff in relation to special educational needs will remain a priority for The Cedars Academy.

In recent years staff have received training on strategies to support pupils with dyslexia, autism, ADHD, literacy interventions, reciprocal reading, speech and language communication, behavioural and emotional difficulties.

In addition Learning Support Assistants have completed training on supporting pupils with reading, spelling and working memory.

All new teachers are given induction training on strategies to support pupils with speech and language impairments.

Awareness raising training is also available more specifically for staff coming into contact with particular pupils e.g. training from the diabetic nurse or hearing impairment team.

Liaison with other school and outside agencies is an essential part of preparation for a new pupils starting at The Cedars.

In addition to expertise within the Academy we have access to a variety of other services which offer support including:

- Educational Psychology Service
- Specialist Teaching Service
- Hearing Impairment Team
- Visual Impairment Team
- Autism Outreach
- CAMHS
- Social Services

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school works hard to ensure that no pupil is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professional such as specialist teachers, occupational therapy and specialist nursing team.

The Cedars Academy building is set across several blocks. We have several flights of stairs around the building. We have a one way policy to support corridor flow. We have a medical room in the reception area and all departments have access to first aid boxes.

We are in the process of some major restructuring and the needs of all pupils will be paramount in the planning and future building at The Cedars Academy.

Please see our current accessibility plan.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Working with stake holders is something that The Cedars Academy prides itself on.

This process starts when a pupil is in Year 6 as early transition meetings help to support a smooth transfer from one school to another. This may also involve meeting with parents, sometimes as early as Year 5.

All ECHP's are reviewed on an annual basis. Reviews are carried out in line with statutory guidance.

Progress of other pupils with SEND support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings.

The SENCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality. The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils that are on the SEND register are regularly asked about their learning and how they feel they are progressing. During these structured conversations the current provision can be evaluated and modified where appropriate. Any changes to provision will be discussed with parents/carers.

Pupils are encouraged to take an active role in the intervention schemes and their opinions are taken into account.

Pupils with an ECHP are asked for their views as part of the review process.

Termly pupils will be asked about their progress in a mentoring meeting with their key worker from the SEND department. Form tutors will also ask pupils for their views.

The school has an active student voice.

Pupils are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.

Parents are encouraged to complete feedback information sheets and questionnaire after visits to school, parents' evenings as well as website feedback.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

In the first instance with any concern the parent/carer should raise the issue with the pupil's tutor. If this is a more specialised concern then the SENCO should be contacted and a meeting set up to discuss concerns further.

Please see our Complaints Policy.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

Our school works with a variety of external agencies to support pupils and ensure their needs are met.

These include:

- Educational Psychology Service
- Specialist Teaching Service
- Hearing Impairment Team
- Visual Impairment Team
- Autism Outreach
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Diabetic Nurses
- Connexions
- Prospects
- School Nurse
- Counsellor

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32

From September 2014 Leicestershire LA publishes a local offer. This has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND and service providers in its development and review.

Up to date information can be found at:

<http://www.leicestershire.gov.uk/local-offer>

Support for parents and families can be requested through SENDIASS (Special Educational Needs and Disabilities Information and Advice and Support Service).

Information can be found on the following link:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send>

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Transition to Year 7 is coordinated thoroughly and a key team of staff are involved across the schools to aid the smooth transfer of pupils as well as information. The Head of Year 7 meets the Year 6 staff of the feeder school on a regular basis to gain knowledge of the future year group and any SEND information is then passed on to the SENCO. The SENCO then visits all of the schools with pupils on the SEN record and meets the pupils. Pupils at our feeder school have the opportunity to work with several teachers prior to coming to The Cedars Academy.

Pupils in Year 11 are supported in completing applications for further education in their tutor time. The SEND department will also support pupils in completing applications and identifying appropriate courses.

We liaise with Further Education establishments in order to ensure they are aware of the needs of pupils who may be joining them from The Cedars Academy.

Where appropriate we will support pupils to gain 'lifeskills' in order to enable them to lead an independent life in adulthood. This may involve working with outside agencies e.g. Specialist teaching service for our hearing impaired pupils.

Pupils applying for Higher Education are assisted with UCAS applications and information is shared with destinations.

13. Information on school/college contribution to the publication of the local authority's local offer

From September 2014 Leicestershire LA publishes a local offer. This has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND and service providers in its development and review.

Up to date information can be found at:

www.leicestershire.gov.uk/local-offer

www.gov.uk/government/publications/send-code-of-practice-0-to-25