

Callerton Academy: SEND Information

The Learning Support Team at Callerton Academy are fully inclusive and aim to help every student to reach their full potential. We comply with the Equality Act 2010, including the duty to make reasonable adjustments and to publish and review our Accessibility Plan at least every three years. We believe in an ethos where pupils of all backgrounds and cultures are welcomed and valued; where they are supported, effectively, to achieve highly. We understand that we are the gateway to our pupils' futures, and we aim to develop them into independent and analytical learners. We know that reading underpins achievement across the curriculum, therefore we place high value on this. We believe that by developing a love of, and fluency in, reading, in our students, we are giving them the highest possible chance of success in later life. We understand that some students may require additional educational and pastoral support, and we provide this with thought and precision, reviewing regularly, to ensure our students make the best possible progress. Quality First Teaching underpins everything that we do. We know that with this in place our students will make the best possible progress with us.

If you would like further information on the SEND provision at Callerton Academy please e-mail admin@callertonacademy.org.uk and address your e-mail FAO: SENDCO, Miss Sylvia Robinson and our Acting SENDCO, Mrs Stacy Jones. Our SEND Policy, SEN Information Report (reviewed annually and updated promptly during the year as needed) and Accessibility Plan (reviewed at least every three years) are published on our website, with links to Newcastle's Local Offer

For all students at Callerton Academy who have an additional need:

- Becoming literate is essential: reading underpins everything we do at Callerton Academy, and we work tirelessly to support students so that they become fluent and coherent readers, who have an excellent understanding of what they have read.
- We have high expectations for all our SEND students, as we do for all students in school.
- We set clear targets and needs-based plans for students.
- We deliver high quality teaching, adapting the curriculum and our resources to support access to learning and to promote progress.
- We seek support and advice from a range of outside agencies such as SENDOS, the Educational Psychology Service, CYPS, Speech and Language Therapy and School Health to ensure that barriers to success are fully identified and responded to.
- We operate a graduated response based upon need: Assess, Plan, Do, Review, using Newcastle's SEND Descriptors of Need (Ranges 1–7) to inform SEN Support planning and the Universally Available Provision expectations for mainstream schools
- We provide a co-produced Pupil Profile for each student, capturing strengths and needs, the agreed Descriptor of Need range, preferred reasonable adjustments, and any interventions currently in place; this is reviewed termly through Assess–Plan–Do–Review with the pupil and parents/carers.
- Each SEND student at Callerton Academy is provided with a key contact, who will check in with each student at least once a half term, and more often if we feel it is necessary.
- We hold at least termly co-produced reviews with parents/carers and, wherever possible, with the pupil, to update on progress and complete the Assess–Plan–Do–Review cycle, ensuring pupil and family voice is central.
- We believe in inclusivity. We do not discriminate against disabled pupils in admissions or provision and we take steps to prevent them being treated less favourably; we set high expectations for all and adapt teaching and provision to remove barriers. We embed new concepts through interleaving our curriculum, embedding new knowledge and through the use of retrieval starters: last week, last month, last year.
- We offer bespoke interventions for children with additional needs, where we feel it is necessary.
- We routinely evaluate and adapt teaching resources to ensure accessibility for all students, and we provide information in accessible formats (e.g., large print, coloured paper, audio) within a reasonable time, in line with our Accessibility Plan.
- We evaluate our intervention groups and strategies on a regular basis and adjust, accordingly.
- We use strategies to promote emotional wellbeing and reduce anxiety, including Wellbeing, weekly check-ins and Pastoral Mentoring.
- We plan educational visits and extra-curricular activities inclusively and make reasonable adjustments (including auxiliary aids/services where appropriate) so disabled and SEND pupils can participate; any exceptional restrictions will be risk-assessed and co-produced with families.

- We strategically place support staff where they are most needed throughout the school, to ensure progress and to develop our students' independence. We are constantly reviewing their placement, to meet students' needs and support teaching and learning most effectively.
- We evaluate whole school policies (such as those for behaviour and anti-bullying) on a regular basis with a focus on the impact upon pupils with SEND.
- We provide staff with on-going training in relation to meeting specific special educational needs within the classroom.
- We offer support to families, and they are signposted to services and organisations which may provide appropriate input or advice via the Newcastle Local Offer:

<https://www.newcastlesupportdirectory.org.uk/i-am-parent-carer-local-offer>

- We offer extensive Primary to Secondary transition, and we plan for preparation for adulthood from Year 8 onwards where appropriate, in line with the SEND Code of Practice (e.g., independent living, employment and community participation). Our website offers a vast array of additional information which is very helpful for transition, including FAQs for Transition and a SEND Transition Protocol.

In addition to the above, we also offer further support to those students who have a higher level of additional need, and therefore have an Education, Health and Care Plan. This support, where appropriate, includes:

- Individualised programmes of work completed in a small group, or one to one, environment
- Specific and targeted one to one, or one to two interventions
- Provision met, as specified in the EHC Plan
- Annual reviews of the EHC Plan
- Multi-agency planning and assessment of targets at interim reviews
- Opportunities for students and parents to check in with the SENDCO on a more regular basis.

Specific provision is also provided for the different areas of need:

- Communication and Interaction
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs

The following tables give more information regarding strategies and resources used to support these areas of need

Type of SEND for which provision is made at Callerton Academy:	Support/provision made at Callerton Academy:
<p>Communication and Interaction</p> <p>E.g.</p> <ul style="list-style-type: none">• Autistic Spectrum Condition (ASC)/Social Communication Disorders• Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">• We follow the PRAISE code for all our students, which means they have routine and structure.• We proactively make reasonable adjustments to our PRAISE code and wider school practices to meet the needs of disabled and SEND students, in line with the Equality Act’s anticipatory duty and reasonable adjustment requirements.• We provide effective pastoral care through Form Tutors, SEND staff and our Pastoral Team in school.• We use social stories and comic strip conversations to help children learn how to approach different social situations.• We offer small group/1:1 targeted intervention programmes to improve skills in a variety of areas, including on how to build emotional understanding in a variety of different situations.• We spend time with our students helping them to identify situations which cause anxiety and finding ways to relieve this e.g. through regular “check ins” with identified members of staff, where we feel this is necessary.• We use strategies/programmes to support children’s development in partnership with relevant agencies e.g. individual Speech and Language Therapy programmes or individual Occupational Therapy programmes.• We work closely with the Communication and Interaction Team, from the Local Authority, where necessary, to support students with additional needs. <p>Our Family Support Officer and Pastoral Team provide extensive support to those families who need it, in the form of Early Help Plans and general advice.</p>

<p>Cognition and Learning Needs</p> <p>E.g.</p> <ul style="list-style-type: none">• Moderate Learning Difficulties (MLD)• Specific Learning Difficulties (SpLD – Dyslexia, Dyscalculia, Dyspraxia)	<ul style="list-style-type: none">• We understand that being literate underpins learning across the curriculum, and so we place high priority on this.• We identify students’ difficulties in reading and target their support accordingly through targeted interventions.• We offer specialist phonics teaching programmes, where necessary. Where additional English support is required, we may temporarily adjust a pupil’s timetable (e.g., reducing a non-core subject) following the Assess–Plan–Do–Review cycle and in co-production with the pupil and parents/carers, ensuring adjustments are proportionate and do not lead to less favourable treatment.• We provide students with a reading age that is below their chronological age access to IDL, an online Literacy catch up programme, where necessary.• We provide access to IDL for students at home too, where necessary.• Students who are working below age related expectations are given structured opportunities to read aloud in reading lessons.• For some students, whose main barrier to improving reading is their understanding, we provide specific and targeted intervention in this area.• We prioritise support in core subjects, to ensure students have the best possible access to their futures.• Quality First Teaching underpins the teaching and learning taking place across the curriculum.• We encourage the use of additional processing/thinking time for responding to questions, completing tasks, sharing ideas etc.• We access the expertise and support of SENDOS (Special Educational Needs and Disabilities Outreach Service) to assess individual needs.• We provide appropriate auxiliary aids and
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	<p>services (e.g., radio aids, assistive technology, coloured overlays, specialist dictionaries) as reasonable adjustments to remove or reduce disadvantage for disabled pupils.</p>
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	<ul style="list-style-type: none"> • We provide small intervention groups to support students, for example, in developing their working memory. • Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer and through our Family Support Officer.
<p>Social, Emotional and Mental Health Issues</p> <p>E.g.</p> <ul style="list-style-type: none"> • Social Difficulties • Mental Health Conditions • Emotional Difficulties 	<ul style="list-style-type: none"> • Clear sanctions and rewards are followed, through the PRAISE code, which offer structure and routine. • We make reasonable adjustments to the PRAISE Code, where we feel it is necessary, to support students. • Risk assessments are carried out to ensure the safety and inclusion of all pupils, in all activities. • Callerton Academy provide excellent social and emotional support for all students, through our robust pastoral system. • We access support from outside agencies and specialists where appropriate (School Health, Children’s and Young People’s Service (CYPS) the Educational Psychology Service etc). • 1:1 targeted programmes are delivered to develop social skills and emotional resilience, e.g. individual behavioural support programmes, to support students in their emotional regulation. • We provide Wellbeing intervention to support students with their emotional development. • We enable access to alternative curriculum options, where appropriate, to provide a differentiated approach to the curriculum and support students with social, emotional and behavioural needs, for example, through the use of external agencies delivering support to our students. • We put in place short-term support for a student with an emotional need e.g. bereavement.

	<ul style="list-style-type: none"> • Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer and through our Family Support Officer.
<p>Sensory and/or Physical Needs</p> <p>E.g.</p> <ul style="list-style-type: none"> • Hearing Impairment (HI) • Visual Impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Advice and guidance from relevant agencies e.g. physiotherapists, occupational therapists, Newcastle Children’s Vision team and Hearing Impairment team etc is sought, and acted upon, to ensure barriers to success are reduced or removed. <ul style="list-style-type: none"> • Staff work with specialists, from other agencies, during relevant training and professional development to support students with sensory/physical/medical needs. • Strategies and programmes of work from the Occupational Therapy Service are followed, for children with physical difficulties, to support the development of gross and fine motor skills in the classroom and around the sites. • Physical aids and resources are used, where necessary, or where advised by specialists, e.g. pencil grips, specialist pencils. • We make every effort to be as accessible as possible e.g. disabled toilet facilities, use of the lift, wheelchair ramps etc. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide access to medical interventions. • We use ICT, when appropriate, to enhance access to the curriculum. • Lifts ensure access to the first and second floor of the building. • As part of our Quality First Teaching, we encourage alternative ways of recording ideas/writing/investigations etc. • Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer, and through our Family Support Officer.

If you have any concerns about your child's SEND progress, or provision, we would urge you to discuss matters further with the SENDCO. Although we aim to resolve concerns informally, our academy complaints procedures are in place. Families can also access impartial information, advice and support via Newcastle SENDIASS.

Other useful information/contacts

The Local Authority publishes their arrangements for SEND. Further details are available in the **Local Authority Local Offer**:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Northeast Special Needs Network (supports families with disabled children/young people from birth to 25 years).

Contact details:

4 Glendale Terrace Byker
Newcastle upon Tyne
NE6 1PB

Phone: 0191 281 2485

Email: info@skillsforpeople.org.uk

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

For impartial information, advice and support in relation to their child's SEND and/or disability.

Contact details:

Parent Partnership Officer: 0191 211 6255

or by e-mail: sendiassadmin@newcastle.gov.uk ask for Sarah Francis

The National Autistic Society

Web: www.autism.org.uk

Email: nas@nas.org.uk

Glossary of terms

ARC

Additionally Resourced Centre.

Assessment

This is a process, over time, which identifies strengths, weaknesses and needs across all areas of a student's life and involves parents, carers and practitioners.

Autistic Spectrum Condition

The spectrum of autism covers a range of disabilities from classic autism to Asperger's Syndrome. Autism is recognised from a variety and clear pattern of behaviours. These behaviours are common to the whole population and we could all be described as having features of autism. Some of us, for example, may always follow a set routine in the morning whilst others may dislike large crowds of people. An Autistic Spectrum Condition diagnosis is given, however, when there is a pattern of behaviours showing significant and persistent impairments in the three areas of communication, social interaction and rigidity of behaviour and thinking. Individuals with ASC will vary significantly according to their personalities, general level of intelligence, the degree of the impairment in the three areas and any additional learning difficulties. The combination of these elements will affect how the child learns, how the environment needs to be organised and the child's general functioning.

Carer

For the purpose of the SEND Code of Practice, a carer is a person named by a local authority to care for a child for whom the social services department has a parental responsibility.

Centiles

Educational Psychologists and Speech and Language Therapists may refer to centiles. These describe how a child functions compared to 100 children. If they are on the 75th centile, 74 children out of a hundred would have more difficulties than them and 25 children would have fewer difficulties than them. It is a benchmark from which progress can be measured.

Clinical Psychologist

A clinical psychologist can offer advice on eating, toileting and behavioural difficulties. Parents and carers may also find it helpful to talk to them about how their child's difficulties impact on the daily life of the whole family

Children and Young People's Services (CYPS)

Child and adolescent services which provide assessment, treatment and care for a child or young person experiencing emotional or behavioural difficulties which impact upon their mental health and wellbeing.

DfE

Department for Education.

Dyscalculia

Students with dyscalculia have difficulty in acquiring mathematical skills. They may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyslexia

Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. They may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyspraxia

Children with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. They may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

EAL

English as an Additional Language.

Early Intervention

This is the process of intervening when a student first shows signs of difficulties. The aim is to ensure that help is received, as soon as possible, to prevent any difficulties escalating.

The role of Educational Psychologists

Educational Psychologists (EPs) bring a specialised perspective to working with children. They are concerned with children's learning and development and they aim to bring about positive change for children. They have skills in a range of psychological and educational assessment techniques and in different methods of helping students who are experiencing difficulties in learning, behaviour or social adjustment.

EHC Plan

A single Education, Health and Care Plan, which is used from birth to 25 years of age, requires a Statutory Assessment. This is the formal process whereby the Local Authority assesses a child's Special Educational Needs and/or Disabilities (SEND) and may result in an EHC Plan being issued. This is a legal document which details a child's Special Educational Needs and the provision required to meet those needs.

Inclusion

Inclusion is a term which ensures equal learning opportunities for all students.

LA

Local Authority.

Looked After Child (LAC)

The term used to describe a child in local authority care or in social accommodation for more than 24 hours.

MLD

Moderate learning difficulties.

Multi-agency

Multi-agency working is a true partnership between workers from two or more (normally statutory) agencies based on common goals and strategic vision. Multi-agency working means that parents and carers, students are offered appropriate support in all areas of their life where this is needed.

Multi-agency Team around the Family Meeting

A meeting which brings together parents from a range of different services and agencies, to help and support an individual student and their family.

Multi-disciplinary

Multi-disciplinary working is where practitioners from different professional backgrounds work together in an integrated way.

Planning

Planning is a process whereby parents, carers and practitioners come together to agree how their desired outcomes for the child or young person and the family can be achieved.

Personal Budget

A personal budget is the amount of funding available to meet the desired outcomes set out in the single plan for an individual child or young person. It will enable the child and their family to make choices to suit their particular circumstances about the way in which outcomes are achieved. The personal budget can be held by the parents and carers through a direct payment, held on their behalf by an agency, or other organisation, or a combination of these.

Parent/Carer Participation

Parent/carers participation is welcoming parents and carers to the strategic decision making process as full partners from the start.

Practitioner

A practitioner is someone who is employed by an agency to work with students with special educational needs or disabilities and their families.

Pupil Referral Unit (PRU)

Pupil Referral Units are centres for students who are unable to attend mainstream or special schools.

Special Educational Need (SEND)

A special educational need is a learning difficulty or disability which makes it more difficult for a child to learn, or to access education, than for most children in the same age group.

Special Educational Needs Co-ordinator (SENDCO)

The Special Educational Needs Co-ordinator is responsible for co-ordinating special educational provision within a school setting.

SEND

Special Educational Needs and Disabilities.

SLCN

Speech, Language and Communication Needs.

SpLD

Specific Learning Difficulties.

Transition

Transition is a change in a student's life where some or all of their support is undertaken by new services or other practitioners. This includes the transition between stages of education and the move from children's to adult services.