

**2018-  
2019**

**Chellaston Academy's Local Offer**



*Executive Principal: Mr K. Gaiderman*

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## Introduction

The Learning Support department supports all students at Chellaston Academy but has a clear focus of those students with Special Educational Needs and/or Disability.

## What is SEND?

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.*

A child of compulsory school age has a learning difficulty or disability if he or she:

*Has a significantly greater difficulty in learning than the majority of others of the same age.*

*Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.*

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

## What can LS do to help support students at the Academy?

Helping students make progress is a partnership between home and school. The government has given schools clear guidelines on how this help is given – the document is called the SEN Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEN\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_Code_of_Practice_January_2015.pdf)

Parents / Guardians should preferably notify the Academy of any known SEND during transition to enable effective support to be agreed and arranged.

There are two main stages to the SEN Code of Practice at Chellaston Academy:

1. *SEN Support (K)*
2. *Education Health Care Plan (EHCP)*



## Who could be working with my child?

Their Class teachers, Form tutors, Head of Year, Learning Support department and possibly outside agencies.

Where appropriate, outside agencies will be asked to support your child and the staff who work with them. These include:

- Educational Psychologist
- Speech and Language Therapists
- Physiotherapy and Occupational Health
- Community Paediatrician
- Community Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Clinical Psychologist

The Academy will always discuss this with you and your child and ask your permission before referring to an outside agency and you will always receive a copy of any reports. These reports can sometimes be difficult to understand so please come in to discuss any concerns you have.



## Who could be working with my child in Learning Support?

**Ms C. Walker** Vice Principal, Director of Inclusion and SEND – Strategic leadership and vision for Inclusion and SEND



**Mr T. Barker** (Special Educational Needs Coordinator, SENCo)- *First point of contact for parents/carers of students with individual needs.*  
Mr Barker is the Head of Learning Support.



**Mrs G. Flint** (Teacher) - Keyworker to students with an EHCP



**Mrs D. Burdis** (Student Services Manager)- Works closely with a number of students, families and outside agencies.



**Ms J. Burke, Mr T. Clamp, Ms J. Jordan, Ms A, Woodward, Mr D. Simpson, Ms R. Odari, Ms T. Gillard** (Teaching Assistants, TAs) -Provide additional support to targeted students either in the classroom, or through specific interventions. TAs also have a ‘SEND link’ responsibility.

## When is the LS department open?

The department runs a homework club in the morning (08:00 - 08:30) and after school (15:00 – 15:30)

The department is open every break and dinner time. This allows students to eat their lunch in a smaller environment and work on their social skills. A large variety of games, activities and clubs are available too.



## What additional needs does Chellaston Academy support?

Chellaston Academy supports four areas of SEND:

1. *Communication and Interaction (C & I): E.g. Those students on the autistic spectrum.*
2. *Sensory and Physical (S & P): E.g. Those students with a physical disability or sensory need such as cerebral palsy.*
3. *Social, Emotional and Mental Health (SEMH): E.g. Those students experiencing an emotional, social or behavioural difficulty.*
4. *Cognition and Learning (C & L): E.g. Those students with a specific learning difficulty such as dyscalculia or dyslexia.*



## What should I do if I think my child has a special educational need?

**Step 1)** Please make contact with the school via your child's form tutor or head of year. Alternatively, you could contact Tim Barker, who is the Academy's Special Educational Needs Coordinator (SENCo) by telephone or email ([timbarker@chellaston.derby.sch.uk](mailto:timbarker@chellaston.derby.sch.uk))



**Step 2)** The Academy will listen to your concern and arrange a meeting if necessary.



**Step 3)** The SENCo will investigate over an agreed period of time by consulting with subject staff, the student, observations and data.



**Step 4)** The SENCo will meet with you to discuss his findings and opinions.



**Step 5)** If it is decided a need is present, a decision will be made to whether the student's needs can be met in school. If needs can be met in school with current resources available.



**Step 6)** If it is decided that the student's needs cannot be currently met in school outside agencies will be contacted.

## How will the Academy decide if my child needs extra help and what will that support look like?

Please read the Academy's SEND policy, which you can find on the Academy's website.

The decision will be made by your child's form tutor, Head of Year and SENCO based on all the evidence of your child's academic and personal progress in their classes. Outside agencies might be asked to advise the decision. The Academy will always discuss this with yourself and ask for your permission first. You and your child will be involved in deciding the next steps and in setting targets to support your child.

There are different levels of Support at Chellaston Academy which we break down into waves.

### Monitoring

Students placed on the Monitoring list allows staff to be aware of their SEND needs. It is intended that this knowledge combined with the teacher's Quality First Teaching (QFT) will enable progress to be made.

### Wave 1 – SEN Support (K)

QFT Specific teaching Strategies which could include a reward system, opportunities for structured intervention that are open to a range of students, cooperative group work and effective question questioning. Students in this wave are assigned a SEND link and placed on the SEND register under SEN Support (K).

### Wave 2 – SEN Support (K)

#### Additional interventions to enable children to work at age related expectations

Strategies include specific group and individual interventions that focus on literacy, numeracy, social skills and emotions. Students in this wave are assigned a SEND link and placed on the SEND register under SEN Support (K). QFT is embedded in all waves.

### Wave 3 – SEN Support (K) or Educational Health and Care Plan (EHCP)

#### Additional highly personalised interventions

Strategies include individual provision mapping and either have a need where specialist teachers are instructed by the Authority to work with the student and/or they have an Educational Health and Care plan. Students in this wave are assigned a SEND link. QTF is embedded in all waves.



## **What support will there be for my child's emotional and social wellbeing?**

The emotional and social well-being of your child is of great importance to the Academy.

Where appropriate, additional intervention will be organised to support your child's emotional and social development. Current interventions include

Meetings with Mrs Burdis, the Academy's Student services manager who has the experience and training to provide support a range of emotional and social well-being needs. Mrs Burdis leads the School nurses who can provide similar support.

Meeting with Mrs Flint who is a keyworker for all students with an EHCP

Drawing and Talking – a calming 1-1 intervention that allows students to discuss concerns with a member from the Learning Support department.

Social Skills – an intervention within a small group that focus on self-esteem and positive relationships

Zones of Regulation – an intervention that allows students to discover more about their own emotions and provides coping and de-escalation strategies.

The Academy has a designated department called the Learning Support department where students can have individual, group or family support.

The department runs a homework club in the morning (08:00 - 08:30) and after school (15:00 – 15:30)

The department is open every break and dinner time. This allows students to eat their lunch in a smaller environment and work on their social skills. A large variety of games, activities and clubs are available too.

The Academy works closely with outside agencies to support children with emotional, social or mental health needs.

If your child needs to take medication in school times to help control their behaviour or mental health it is essential that the School nurse, Head of Year and SENCO are aware of this.

Some children may be supported to manage their emotions and social wellbeing with a report card specifically designed to help them to achieve their goals.

## **How will I know how well my child is doing?**

Please call the Academy 01332 702502 if you would like an appointment with their teachers, form tutors, head of year, or SENCO.

Parent evenings are included in the academy calendar to discuss progress and attainment.

Subject reports and academic tracking are also sent home during the academic year.

Parents/carers of children who have a SEND link will be invited to attend termly meeting with all parties involved to discuss progress.

The Academy endeavours to hold termly coffee mornings where all parents have an invite to.

We want parents/carers to feel welcome in the Academy and be involved in their child's education, so please do not hesitate to contact us or come to see us if you want to know more about your child's progress at the Academy.

## **How will the Academy make sure my child feels included?**

The Academy run a range of extra-curricular activities before during and after school in a range of areas including music, sports and technology which are open to all children. The Academy have a regular programme of trips and visits; we ensure that there are enough adults to make sure all children can attend.

The Learning Support department is always open and houses end of term / year celebrations including the infamous LS Awards!

The Academy makes sure all physical, medical, social and emotional needs are taken into account.

A risk assessment will be carried out before all trips to ensure all individual needs are met.

In line with the SEND code of practice, the academy operates a cycle of assess, plan, do, review at all stages involving all stakeholders. Student's views will be taken in account at all review meetings and the Academy encourages students to attend these.

## **How will the Academy help my child to settle in and make choices for their future?**

How will the Academy prepare and support my child to join the school?

For children starting Year 7 there are a number of opportunities for sessions and parent's meetings. Tours are arranged with the SENCo and he will attend your child's review meeting to ensure a smoother transition. All children new into school will have a meeting with the Head of Year settling in period.

For children with known Special Educational Needs or Disabilities, a meeting with agencies already involved may take place to share information and make sure that support is in place prior to arrival.

For children arriving mid-year, there will be a meeting for you and your child with the Head of Year to discuss any additional needs your child may have. We aim to make transition as smooth as possible. Once your child is in school we will make sure all records from previous schools reach us and when appropriate referrals to outside agencies are made as quickly as possible.

How will the Academy prepare and support my child to make choices for their future? At key stage 4, in a situation where the standard selection of subjects may not be suitable, the Academy offers alternative, more vocational subjects. These currently

include Construction, Hair and beauty, Ready for Work (employability skills) and Curriculum Studies. These subjects are presented on the Green Pathway.

For post 16, the Academy works closely with all the Post 16 providers, colleges, sixth forms and training providers to enable the children to make considered choices following Chellaston Academy.

A transition meeting is held with the school SENCO to share information and discuss future needs.

For children with a Statement (or EHCP) transition will be spoken about at each review meeting.



## **How accessible is the Academy environment?**

Please see the Academy's accessibility policy, which you can find on the Academy's website.

Chellaston Academy is accessible to wheelchairs. Entrances have ramps and lifts are available in each building. Disabled parking spaces are available to make site access easier.

Coloured overlays for reading, coloured paper and computer screens are available as appropriate.

ICT is used to support pupils as appropriate.

## **How can I help my child?**

We encourage all parents to be actively involved in their child's education by checking their journals, making sure they have somewhere quiet to do their homework, attending parent meetings and contacting us with any concerns.

Reading is instrumental for your child's attainment and we would highly recommend you to support us by encouraging your child to read daily. This will develop a love of reading.

The Academy pupil planner will provide information about your child's weekly homework. Their targets are recorded in their pupil planners with you, along with ways for you to support them at home. Their targets are recorded in their pupil planners.

Children with IEP's will have their targets share with you, along with ways for you to support them at home.



### **How can I contact the SEND team?**

Please email the SEND team where the most suitable member of staff will get back to you – [SEND@chellaston.derby.sch.uk](mailto:SEND@chellaston.derby.sch.uk)

### **How can I contact the school's SENCo directly?**

Please note that the SENCo is on the SEND team email above. However the SENCo's email address is- [timbarker@chellaston.derby.sch.uk](mailto:timbarker@chellaston.derby.sch.uk)

## **The Local Offer from Derby City Council and Derbyshire County Council**

To find out more about the Local Offer from Derby City Council and Derbyshire County Council, please use the links below:

Derby SEND local offer website:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities>

Derbyshire SEND local offer website:

<http://www.derbyshiresendlocaloffer.org>

