

Excelsior Academy's entitlement offer to pupils with additional needs**For all pupils at Excelsior Academy who have a special educational need or disability (SEND):**

- We recognise that the family is the expert on their child and work in partnership with them
- We use pupil-friendly and needs-based Individual Learning Plans (ILPs). We involve pupils, parents and staff to write, review and implement them.
- We differentiate the curriculum, teaching strategies and resources to promote pupil progress.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- We evaluate our intervention groups and strategies on a termly basis.
- We support families with children with SEND, formally through review meetings and informally through our "open door" approach.
- We hold thrice yearly review meetings for pupils with a higher level of SEND.
- We place support staff where they are needed throughout the school to ensure pupil progress, independence and value for money.
- We have a fully qualified SENCO who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom, through high quality teaching that is adapted to meet individual needs.
- We offer support to families and signpost to services and organisations which may offer appropriate support or advice via the Local Offer.
- We offer Primary to Secondary transition support for pupils and parents.
- We carefully consider how to support children with special educational needs in all Statutory Assessments and exams to ensure that they are able to access the assessments as fully as possible.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly those with an identified special educational need or disability. Our practice is continuously monitored and modified to meet individual pupils' needs.

The first level of support for all pupils is high quality teaching, it is every teachers' responsibility to "adapt teaching to respond to the strengths and needs of all pupils" (Teachers' Standards 2012)

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

- o Communication and interaction
 - o Cognition and learning needs
 - o Social, Emotional and Mental Health Needs
 - o Sensory and Physical/Medical Needs
- The tables below give more information of these specific strategies and resources.

<p>Type of SEND for which provision is made at Excelsior Academy</p>	<p>Type of support/provision made at Excelsior Academy</p>
<p>Communication and Interaction Needs: e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum/Social Communication Disorders • Speech, Language and Communication Needs 	<p>Speech, Language and Communication Needs</p> <ul style="list-style-type: none"> • We use visual cues, visual timetables and Makaton sign language to support pupils with speech and language difficulties. • We use strategies/programmes to support speech and language development, including individual and small group support. • We seek support and advice from the Speech and Language service to help in understanding individual needs and respond to any potential barriers to success. <p>Autistic Spectrum/Social Communication Disorders</p> <ul style="list-style-type: none"> • We use a range of strategies to ensure children understand the routines of the day. • We can provide areas of low distraction/ stimulus. • We offer social skills support including strategies to enhance self-esteem and nurture groups. • We have a number of staff who can support pupils at playtime and lunchtime as well as through 1:1 and small group intervention sessions.

<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) 	<p>Moderate Learning Difficulties (MLD)</p> <ul style="list-style-type: none"> • We use a range of teaching strategies to promote and develop literacy and numeracy, including small group targeted intervention programmes to improve basic maths and literacy skills. • We use support strategies to ensure access to the curriculum and to develop the skills for independent learning. • We seek advice from the school and local authority Educational Psychologists in order to understand childrens' strengths and difficulties. <p>Specific Learning Difficulties (SpLD)</p> <ul style="list-style-type: none"> • We use a range of resources to reduce barriers to learning e.g. coloured whiteboards and overlays, recordable whiteboards and ICT resources. • We have staff trained in nationally accredited dyslexia qualifications • We seek support and advice from SENTASS SpLD team to ensure any barriers to success are fully identified and responded to. • We assess all pupils with specific needs to ensure they are provided with the correct support and considerations when sitting public examinations.
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<p>Social, Emotional and Mental Health: e.g.</p> <ul style="list-style-type: none">• Social Difficulties• Mental Health Conditions• Emotional Difficulties	<ul style="list-style-type: none">• Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behavioural choices.• The Academy's behaviour policy identifies where reasonable adjustments or changes can be made to support pupils and ensure they are well included in the life of the school.• We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.• The Academy provides effective pastoral care for all pupils and can provide a time-limited programme of counselling for children who need further support• We use small-group targeted support to improve social skills and emotional resilience.• We seek support from outside agencies such as the School Health Advisor and the Children and Young People's Service (CYPS).
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Sensory and Physical Needs:

e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs

Hearing/Visual and Multi-sensory impairments

- Our staff understand the impact of a physical/sensory need on teaching and learning and provide support and aids to ensure access to the curriculum and develop independent learning.
- We work closely with SENTASS Hearing Impairment and Visual Impairment Teams to staff are trained to support the needs of pupils with hearing or visual impairment, including the use of hearing aids and microphone systems.

Medical Needs

- We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed for pupils who have significant medical needs. The SENCo liaises with parents, staff and health professionals to create Individual Care Plans when necessary.
- We provide support with personal and intimate care if and when needed.
- Our staff understand and apply the medicine administration policy.

Physical Disabilities

- All entrances to the Academy allow wheelchair access.
- All areas within the academy have at least 1 disabled toilet
- We have 2 lifts to allow ease of movement between the 4 levels within the Academy.
- We work closely with the Physiotherapy and Occupational Therapy services to deliver and monitor therapeutic programmes.

Special Educational Needs Coordinator (SENCO)

MS Kelly is the Assistant Principal and SENCO responsible for organising and developing the SEND policy and good practice throughout the school. She is fully qualified and holds the National Award for SEND Coordination. She will coordinate provision for pupils with SEND, maintain the SEND register and communicate with parents, staff and external agencies.

Mrs de Oliveira is Strategic Manager for Inclusion, including SEND. She is fully qualified and holds the National Award for SEND Coordination.

Curriculum Support Workers

The Academy has a dedicated team of Curriculum Support Workers with a diverse range of skills and training to support children with additional needs.

Educational Psychologists

Rebecca Coulbeck is the Educational Psychologist employed by the Academy. Teachers can seek advice on supporting children in their learning and, with parent's permission, can ask the psychologists to work directly with individual children to get a better understanding of their strengths and difficulties.

Welfare Managers

Each school within the Academy has a Welfare Manager. They are able to provide support and signpost to other sources of information and support. They organise a wide range of opportunities for parents to support their children and develop an understanding of the teaching strategies used in the Academy.

The SEND Governor

The Governing body has two members allocated to SEN and Inclusion. Hannah Horsley is the governor allocated to SEN and Jeffrey Lough is the governor allocated to Inclusion. Their role is to champion the issue of special educational needs within the work of the governing body. They meet regularly with the SENCo to discuss the school's arrangements and provision for meeting special educational needs. While they cannot discuss the support offered to an individual child, they are able to communicate and meet with parents on the Academy's support for pupils with SEND.

Further Information:

Other useful documents such as our SEN(D) policy are available on the Academy website. If you would like further information about what the school can do to support your child, then please do not hesitate to discuss this with the schools' Welfare Managers contact Ms Kelly, the SENCO on: **0191 2288400** or **e-mail: Tracey.Kelly@excelsiornewcastle.org.uk**

Other agencies and key partners:**Special Educational Needs Assessment Provision and Review Service**

This is the local authority SEND team responsible for overseeing provision for SEND in Newcastle schools. They work with schools to ensure children are well-included and can support parents in finding the right provision and support for their child.

Parent Partnership Service

This service supports parents and carers by listening to concerns, explaining SEND policies and procedures and offer practical support to help in discussions with parents and other agencies.

Special Educational Needs Teaching and Support Service (SENTASS)

SENTASS offer support and guidance to teachers and parents and carers. With parents' permission, the schools can ask SENTASS for advice on understanding and supporting children's needs. The service has a number of teams consisting of teachers and support assistants:

Sensory team – including the Hearing and Visual Impairment Services
 Speech, language and communication team - including social communication
 Specific Learning difficulties team - Dyslexia
 Physical Disability/motor Coordination Team - Dyspraxia
 Learning Difficulties team

Newcastle Speech and Language Team

This team work with primary age children with significant speech and language difficulties. They work closely with the SENTASS speech and language teachers and schools can make a joint referral to the two teams to seek assessment and speech and language interventions for children.

Glossary of terms

Term	Explanation
ARP/ARC	Additionally Resourced Provision/ Additionally Resourced Centre
ASD	Autistic Spectrum Disorder
CSW	Curriculum Support Worker
CYPS	Children's and Young Peoples' Services
EP	Educational Psychologist
EAL	English as an Additional Language
ESL	English as a Second Language
INA	International New Arrival
MLD	Moderate Learning Difficult
SEN(D)	Special Educational Needs (and Disability)
SENCO	Special Educational Needs Coordinator
SENTASS	The Special Educational Needs Training and Support Service
SLCN	Speech Language and Communication
SPLD	Specific Learning Difficulties eg. Dyslexia, Dyscalculia