

Question	Academy response
<p>1. How does the school know if the children/young people need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • Close liaison with primary schools ensures that students with SEND are identified early and comprehensive transition arrangements can then be put into place (see q13). • Literacy and Numeracy screening takes place for all year 7 students at the start of the year with the use of the Word Reading Assessment Test to gain a reading, spelling and numeracy standardised score. If this is below 84 for any student then some form of intervention support is offered based on the greatest need of the greatest number. • CT test data is also scrutinised to look for any issues which may have arisen because of SEND issues. • Through year 7 induction, new parents evening and progress day, parents and carers are encouraged to share any concerns regarding SEND with the academy. • Staff are encouraged to refer any student they feel is exhibiting difficulties with learning to the SEND department who then carry out further screening and offer the necessary support.
<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • Students gaining broadly level 4 in their Key Stage 2 SATS enter a standard middle set and pursue the normal Key Stage 3 curriculum in three years. Student that are recognised as SEND follow a bespoke curriculum in one of two integrated pathway (IP) sets for two years. In these nurture sets, intensive numeracy and literacy programmes are followed for two years. Students in these sets may also receive intervention support from SSA's as well as Maths withdrawal sessions. Students in Key Stage 4 then have the option of taking vocational courses which are more suited towards their needs. • All students on the Academy's SEND register have a full one page pupil profile, which is written from the child's perspective. This is issued to ensure all staff are aware of the specific needs and strategies to support pupils within their classroom. Where required in class support is put in place through SSAs to ensure the needs of pupils can be met. • A provision is also put in place for students in year stage 4 that may feel more challenged by the year 10 and 11 curriculum. Students that enter this provision form part of the progress unit and have intensive mentoring and in class to support so they are in a position at the end of year 11 to take the next step into a career or college transition. • At the start of the academic year 2015-16 the DAFITAL policy was implemented in the academy which allowed the monitoring of students work on a termly basis by Heads of House and Senior Heads of House. The key success outcome for this policy was to ensure that all students, including SEND students, received appropriate feedback on the work that they were completing in class. This allows classroom teachers, Heads of Learning Houses and Senior Heads of Learning House to identify underachieving SEND students and put in place practical strategies to address this. • All students have regular mentoring sessions with form tutors to ascertain whether they have any concerns or issues in school that they want to share. This can sometimes reveal learning issues that can be identified through testing systems and interventions by the SEND department. • Students in year 9 are tested to see whether they are entitled to exam concessions. Several students benefit from a scribe, reader or by having extra time. • The completion of phase 3 of the BSF programme in April 2012, allowed a much more user friendly learning environment for SEND students. The accessibility of the building the open planning has allowed an orderly and hard working environment to develop and parents of SEND students are increasingly impressed by this as they walk round during supervised visits.
<p>3. How will I know how my child is doing?</p>	<p><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • Through year 7 induction, new parents evening and progress day, parents and carers are encouraged to share any concerns regarding SEND with the academy. Year 7 induction evening and progress day allows parents of SEND students to gain an idea of how their child is progressing. A full progress report is published in March and a summer term full report. One

	<p>pupil profiles are also produced twice and year. Parents are encouraged to discuss them with their child and give feedback on them. There are also two opportunities to visit the learning support department for an informal drop in.</p> <p><u>Key Stage 4</u></p> <ul style="list-style-type: none"> For Key stage 4 students, there are parent's evenings in the first term. Pupil profiles are sent home bi-annually in a similar way to key stage 3 students. Parents also have access to one page pupil profiles and a chance to visit directly the SEND department during parent's evening to discuss individual concerns. Parents are also written to with information on EAA concessions, why they have received them and what concessions they have been granted for examinations. This is in addition to two progress reports and a written report for each pupil during the year.
<p>4. How will the learning and development provision be matched to my child's needs?</p>	<p>Students with SEND have several curriculum pathways that they can choose both in Key Stage 3 and 4.</p> <p><u>Key stage 3</u></p> <ul style="list-style-type: none"> Pupils KS2 data and CAT scores are used for setting purposes. Most pupils enter a standard setting system and pursue a varied Key Stage 3 curriculum. Students in the general pathway at the end of year 8 will choose to fine tune their option choices to study in depth areas of interest to themselves. This stream lining is focused on the Arts and Humanities subjects. Students that are recognised as with additional SEND needs follow a bespoke curriculum in our integrated pathway (IP) set for two years. In this IP sets, intensive numeracy and literacy programmes are followed for two years. Students in these sets may also receive intervention support from SSA's as well as Maths withdrawal sessions. At the end for these 2 years the students pick up the main stream pathway that the other Key stage 3 students have studied and the other options are now made inclusive to their pathway. <p><u>Key Stage 4</u></p> <ul style="list-style-type: none"> Key stage 4 has the option of 2 pathways. One General and one vocational. General pathway allows student 3 additional choices of options and they also study core subjects. These are traditional in nature and will in the most part be exam based. The vocational provision has the opportunity to study at Blackpool and Fylde for one day per week studying vocational courses such as construction and childcare. Some students stay at St Mary's to study business administration. They will follow this course for 1 in year 10 allowing additional support in literacy and numeracy during Year 11. A provision is also put in place for students in year stage 4 that may feel more challenged by the year 10 and 11 curriculum. Students that enter this provision form part of the progress unit and have intensive mentoring and in class to support so they are in a position at the end of year 11 to take the next step into a career or college transition. They also have one less option subject available to allow for additional literacy and numeracy. All students have regular mentoring sessions with form tutors to ascertain whether they have any concerns or issues in school that they want to share. This can sometimes reveal learning issues that can be identified through testing systems and interventions by the SEND department. <p>* Every student has a one page pupil profile which is shared to all staff (7-13) that teach an SEND student.</p>
<p>5. What support will there be for my Child's overall wellbeing?</p>	<ul style="list-style-type: none"> Each SEND student is placed in a form of around 20 students and in a learning house with a pastoral manager, Head of Learning House and Senior Head of Learning House. St Mary's also has a team of dedicated support staff including a family support worker, PCSO and a chaplaincy team. A medical room is available for students that require personal care and there are two disabled toilets that have showering facilities. All medicines that students require are kept in the school office and administered by first aiders. (Mrs H Holden) http://www.bebcmat.co.uk/images/PDF/Supporting_Pupils_at_School_with_Medical_Conditions_Policy_v1.2_-_February_2016.pdf Every SEND student has a mentor to meet with in case of concerns or worries about aspects of their learning.

<p>6. What training have the staff, supporting children and young people with SEND, had or are having?</p>	<ul style="list-style-type: none"> • The SEND department can apply to the LEA for additional help with students that may have specific SEND needs such as ASD, visual or hearing impairment, social, mental and health issues and speech and language specialists. The SENCO completes a SARS referral form for this which outlines the nature of the problem in the form of a plan, do, review document. This is used by the LEA to decide on how best to co-ordinate their support for the young person and their family. The contact details are already listed in this document. There is also a new funding arrangement in place that comes into effect in September 2014. • All staff taken part in regular SEND CPD in the last two academic years. Specific training is offered to SSA's in ways that can best support students of SEND with poor literacy and numeracy. <p>* The SENDCo has completed successfully the national award for SENCOS. All SSA are given updated training on a regular basis.</p>
<p>7. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • The SEND department can apply to the LEA for additional help with students that may have specific SEND needs such as ASD, visual or hearing impairment, social, mental and health issues and speech and language specialists. The SENCO completes a referral form for this which outlines the nature of the problem in the form of a plan, do, review document. This is used by the external experts to decide on how best to co-ordinate their support for the young person and their family. • The Educational Psychologist will be used more in the academic year to help train SSA's and specialist teachers of numeracy and literacy. • The SEND governor will also be involved more in training sessions within the SEND department. Contact details for these external services are listed below. • Shine Therapy Services (Speech and Language) PO Box 1341, Progress House, Clifton Rd, Blackpool, FY4 4US Preston, PR2 0TN <p>Contact – Sara Honey-Smith</p> <p>Cathy Hurst/Paul Boldy (Autistic Spectrum Disorder) Progress House, Clifton Rd, Blackpool, FY4 4US</p> <p>Anna Peachey (Physical Difficulties) Progress House, Clifton Rd, Blackpool, FY4 4US</p> <p>Angela Crawforth (Visual and Hearing Difficulties) Progress House, Clifton Rd, Blackpool, FY4 4US</p> <p>Marc Chevreau/Debbie Shannon (Educational Psychology Service) Progress House, Clifton Rd, Blackpool, FY4 4US</p>

	<p>Elizabeth Luke, (Specific Learning Difficulties) Progress House, Clifton Rd, Blackpool, FY4 4US</p> <p>(Local SEN Officer) Progress House, Clifton Rd, Blackpool, FY4 4US</p>
<p>8. How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • All students, including those of SEND, have their progress recorded throughout the academic year. This information is then used by Heads of House and Senior Heads of House and is compared to their targets. Students should be making appropriate progress in KS3 and KS4 based on the levels that they gained at the end of key stage 3. Senior Heads of House and Heads of House know the interventions that are in place to support students that are not making the appropriate progress through accessing the SEND register or provision map. • Parents of SEND pupils have access to the SEND department through a biannual drop in and also at parents evening to discuss their child's one page pupil profile and for support and advice to be shared. • Where a student is not making the appropriate progress, Heads of Learning House and Senior Heads of Learning House liaise with the SENDCO and discuss what appropriate support could be put in place to meet the needs of SEND students and ensure they make the appropriate progress, this is then discussed with parents. All members of staff are expected to be responsible for the progress of SEND students and encouraged to report to the SENDCO any issues that may arise. • One page pupil profiles have suggestions that parents can put in place to help their young person to improve. Similarly, pupil profiles target areas of improvement for pupils. • Revision evenings are used to give SEND pupils revision plans and keep on track. • All parents can access information on their child's daily progress in terms of the B4L policy. In accessing INSIGHT, it allows parents or carers of SEND students to find out how well their child is meeting the rules and expectations of the B4L policy, as well as relaying timetable information and homework assignments to help parents support their child's learning.
<p>9. How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • All parents of students in year 7 have an opportunity to gain knowledge of the policies and processes that are in place at St Mary's by being invited to the year 7 welcome evening event. At this event, the curriculum deputy outlines the setting processes based on Key Stage 2 SATS results. The assessment deputy gives a breakdown of the CAT score of each year 7 student. The SENDCO is also in attendance to field any questions specific to SEND for year 7 parents. • The annual Progress Day allows parents to come in to school to discuss their child's progress with their form tutor. Parents of SEND students are also invited in for a separate meet and greet session. • Many pupils with special educational needs and their parents or guardian are involved, through the pupil and in the different and graduated stages of provision to meet their special educational needs. Each parent or guardian receives a copy of their pupil profile and are invited to come into the academy to discuss this further. All parents of students that have been removed from the SEN register are written to either in September or April. Parents are asked whether they have any concerns about the learning needs of their child.
<p>10. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • There is a wide range of activities that all students can participate in as part of the extra-curricular provision provided by St Mary's. Access to all extra-curricular activities is encouraged for all students of SEND. • Every student that arrives at St Mary's as an in year admission is assigned a buddy to help their transition. The buddy system is also evident in the shared reading programme. • More vulnerable SEND students might also be assigned an older buddy to support them in school. This might be a KS4 student or an older sixth form mentor. • SEND students also have full entitlement to extra-curricular trips, it also includes access to the Academy's extra curricular club provision, academy extra. Every SEND student has full access to

	each wonderful week.
11. How accessible is the school environment ?	<ul style="list-style-type: none"> • The completion of phase 3 of the BSF programme in April 2012, allowed a much more user friendly learning environment for SEND students. The accessibility of the building and the open planning has allowed an orderly and hard working environment to develop and parents of SEND students are increasingly impressed by this as they walk round during supervised visits. The whole of the academy site is fully accessible. • The Health and Safety policy ensures that risk assessments are completed for students with physical difficulties.
12. Who can I contact for further information?	<ul style="list-style-type: none"> • The academy SENDCO is Mr P Gillespie. The head of learning support is Mrs Stansfield. Mr Gillespie is the senior head of learning support. They can be contacted on 01253 396286 during office hours to discuss concerns.
13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • Transition for students with SEND begins in the summer term before they join St Mary's. This involves a number of processes which are outlined below. <ul style="list-style-type: none"> i) A visit to the school by the SENDCO or a lead SSA to take part in a transition meeting. Members of SLT are also involved in these visits. ii) A second visit, in an addition to the Taster day, for students with SEND to familiarise themselves better to the school environment and the SEND department. This is to allow SEND students to be able to access the SEND department during unstructured times of the day. iii) The SENDCO visits the feeder primary school and has a face to face meeting with the year 6 teacher, SENDCO and sometimes the parent of each child. This information gathering process allows senior heads of learning house, heads of learning house and form tutors to have information on all SEND students by the start of the academic year. • If your child has more specific or severe SEND issues, the process of transition may be rather more intensive and involve other external agencies such as PD advisors and the schools EP. This process is co-ordinated by close liaison between the local SEND Officer and the SENDCO. St Mary's is working on a more structured primary liaison programme for SEND students with severe SEND needs such as EHC plan. • All students that have SEND have a number of support mechanisms in place before the transfer from year 6 into year 7. These include, <ul style="list-style-type: none"> i) The offer of a summer school place ii) An extra visit is also arranged for high need SEND students iii) The taster day event allows parents to meet their child's form tutor and the SENDCo iv) If a child with an EHC plan is being transferred to St Mary's, the SENDCo will attend the last review meeting.
14. How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Each term a finance statement is published by the authority detailing the funding of High Needs SEND students. • Extra-funding can be applied for SEND students that need extra resources. • Cost statements are produced by the SEND department to help analyse the best help for SEND students. • The SEND funding is used to provide staffing support for SEND students. • SEND funding is also used to access external services (see section 7) and to purchase specialist equipment. • Funding is also used to provide SEND CPD training for staff to ensure they understand how to meet the needs of all SEND students.
15. How is the decision made about how much support my child will	<ul style="list-style-type: none"> • Students that have withdrawal sessions within learning support are selected based on the greatest need for the greatest number and usually this would mean a raw score of less than 80 for a WRAT 4 test. • Students with EHCP have a number of statutory hours that are used to support them directly. • Parents are fully involved in the decision making process for their child and the pupil profile which is sent home to parents details the support they are receiving and how parents can help

receive?	with their child.
16. Admission and access for disabled students	<ul style="list-style-type: none"> Applications from students that have a physical disability are encouraged by the academy as we have full access for students as the site is barrier free. All disabled students are treated equally in terms of extra-curricular activities and educational opportunities outside the classroom. Disabled students would receive the appropriate support as stated in any EHPC that they may have. The equality policy and accessibility plan is accessible on the BEBCMAT website. http://www.bebcmat.co.uk/images/PDF/Policies/Equality_Policy_Objectives_v1.3_-_October_2016.pdf
17. Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?	<ul style="list-style-type: none"> The Blackpool Council's SEND offer can be found on the link below. https://blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer

Key performance indicators for SEND students 2015-16

A Level Results (K Code)

Surname Forename	FSM	Pupil Premium Indicator	SEN Status	EAL	A&D Graphics	Chemistry	English Literature	General Studies	Health & Social Care	History	Mathematics	Mathematics Further	Physics	Polish	Politics	Religious Studies	Travel & Tourism
Student A	N		K	N	B											U	D
Student B	N		K	N					B							C	
Student C	N		K	Y		A					A*	A*	A	A			
Student D	N		K	N			A	C		A					A		

GCSE Results (K Code)

Overall EM A*-C % : 33%

Progress 8 estimate (based on this year's data) -0.12

	English Language	English Literature	Mathematics
A* - C	33%	33%	39%