

School Name	Lightcliffe Academy
Headteacher	Mr T Rothwell
SENCo	Mrs P Quinn
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Age range	11 – 18
SEN Governor	Mr Stephen Routledge
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> <li>• High expectations</li> <li>• Smart targets which are individualised for each child</li> <li>• Vision – creates an excellent school ethos of inclusion, equality and inspiration to achieve. Inspiring success beyond expectation.</li> <li>• Inspiring for success – engaging lessons delivered through high quality teaching that is monitored by subject management and senior leadership.</li> <li>• Pupil progress tracking/monitoring system.</li> <li>• Team of 12 High Quality Teaching Assistants to support students, provide intervention and support teachers to provide high quality teaching.</li> <li>• Teaching Assistants will undergo high quality training and share the good practices learnt with each other and teaching staff.</li> <li>• Some Teaching Assistants will specialise in particular areas of SEND, observe students in situ and give appropriate advice on strategies to be used in the classroom.</li> <li>• Staff meetings around SEND and appropriate delivery of strategies to ensure inclusion for a full range of needs.</li> <li>• Detailed and regular meetings/discussions with parents/carers of students with SEND.</li> <li>• Class observations of students on the school SEND register with updates available.</li> <li>• Updated SEND register available to all members of staff.</li> <li>• Detailed information of all students with a statement of SEN given to, and available to, all members of staff.</li> <li>• Use of pupil passports to disseminate information on individuals to teachers and carers.</li> </ul>
How do we involve parents/carers, students and young people?	<ul style="list-style-type: none"> <li>• Meetings with parents/carers</li> <li>• Students to be involved in extra-curricular activities that support local and national charities and surroundings.</li> <li>• Parent consultation events and progress reports.</li> <li>• Comprehensive Annual Reviews for students with an EHCP.</li> </ul>

<p>How do we help a student with physical needs?</p>	<ul style="list-style-type: none"> <li>• Disabled access and toilets</li> <li>• Access to equipment to assist with writing and fine motor skills.</li> <li>• ICT equipment</li> <li>• Visits from outside agencies to train and guide all members of staff on appropriate techniques that will support the student/s</li> <li>• Adaptations to classrooms and the school environment.</li> <li>• Adapted access to activities</li> <li>• Adapted classroom environment.</li> <li>• Calm/respice room</li> <li>• Alternative curriculum activities.</li> </ul>
<p>How do we help a student with speech and language needs?</p>	<ul style="list-style-type: none"> <li>• Use strategies passed on from SaLT where available</li> <li>• Trained Teaching Assistants to deliver some intervention classes 1:1 and groups</li> <li>• Alternative curriculum activities</li> </ul>
<p>How do we help a student with sensory impairment?</p>	<ul style="list-style-type: none"> <li>• Intervention, input and training from outside agencies e.g. Visually Impaired Team/ASD</li> <li>• Adapt the classroom environment e.g. seating and lighting</li> <li>• Teacher to adapt seating plan for individual students.</li> <li>• Teaching Assistants to create additional resources to enable greater access to the curriculum.</li> <li>• Visual timetables</li> <li>• Calm/respice room</li> <li>• Alternative curriculum activities.</li> </ul>
<p>How do we help a student who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> <li>• Teaching Assistants trained in particular areas of need e.g. ASD</li> <li>• Access to specialist ASD service</li> <li>• PSHCE curriculum</li> <li>• Intervention and advice from outside agencies e.g. Educational Psychologist/CAMHS</li> <li>• Good, professional relationships.</li> <li>• Worth- it, well being programme for vulnerable students.</li> </ul>
<p>How do we help a student with behavioural difficulties?</p>	<ul style="list-style-type: none"> <li>• Behaviour policy that is reinforced and consistent across all staff</li> <li>• Individual target plans</li> <li>• Positive behaviour management embedded in the school.</li> <li>• Consistency in the management of behaviour</li> <li>• High expectations for all with known boundaries.</li> <li>• Use of praise and rewards to reinforce positive behaviour.</li> <li>• Use of behaviour tracker and MILK planner</li> </ul>
<p>How do we help a student who needs support with literacy?</p>	<ul style="list-style-type: none"> <li>• Trained staff to deliver interventions including phonics, spelling and handwriting.</li> <li>• GROW project for year 7 students .</li> <li>• Differentiation in all lessons to enable inclusion</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading interventions</li> <li>• Quality first teaching.</li> <li>• Wave 1/2/3 interventions.</li> <li>• All staff to be fully aware of students with Dyslexia/dyslexic tendencies and differentiate appropriately.</li> <li>• Teaching Assistants to be highly trained and observe/monitor students and give advice to staff on how to implement dyslexic strategies</li> <li>• All classrooms to be dyslexia friendly</li> <li>• Access arrangements for future exams/assessments/tests.</li> <li>• Reading 1:1 with volunteer 6<sup>th</sup> form students</li> </ul>
How do we help a student who needs support with numeracy?	<ul style="list-style-type: none"> <li>• Intervention lessons provided by the Maths department</li> <li>• Intervention lessons provided by Maths specialist</li> <li>• After school and lunchtime lessons provided by the Maths department where appropriate. Maths Café.</li> <li>• ICT programmes e.g. Mind Maths/Hegarty</li> <li>• Access arrangements for future exams/assessments/tests.</li> </ul>
How do we support a student who has medical needs?	<ul style="list-style-type: none"> <li>• Individual Care Plans created in consultation with trained professionals, parents/carers, school nurse.</li> <li>• Trained First Aiders throughout school</li> <li>• Specific members of staff to liaise with parents/carers and professionals to ensure medical needs are being met</li> <li>• Staff trained in the use of an Epi-pen</li> <li>• Staff trained in the use of defibrillator equipment.</li> </ul>
How do we support a student with complex and multiple needs?	<ul style="list-style-type: none"> <li>• Close relationships with feeder schools prior to transition.</li> <li>• Close relationships with outside agencies and services</li> <li>• Liaise with parents/carers on how to meet the needs of the student.</li> <li>• Train appropriate staff.</li> <li>• Draw on experience of staff.</li> <li>• Psychometric testing to analyse difficulties.</li> <li>• Access arrangements for future exams/assessments/tests.</li> </ul>
Which specialist services do we access beyond the school?	<ul style="list-style-type: none"> <li>• ASD Specialist Team</li> <li>• Visual Impairment Team</li> <li>• SALT Team (where applicable)</li> <li>• Behaviour Support/Pastoral Team</li> <li>• Educational Psychologists</li> <li>• Occupational Therapy</li> <li>• Hearing Impairment Team</li> <li>• CAMHS</li> <li>• Behaviour and Attendance Support</li> <li>• Education Welfare Officer</li> <li>• School Nursing Team</li> </ul>

	<ul style="list-style-type: none"> <li>• Hospital Consultants</li> <li>• Paediatric Consultants</li> <li>• Physiotherapist</li> <li>• Independent Travel Training Service</li> </ul>
How will we include students in activities outside of the classroom?	<ul style="list-style-type: none"> <li>• SEND base will provide social time during break and lunch.</li> <li>• Extra-curricular activities will be supported by volunteer Teaching Assistants .</li> <li>• Adequate and trained staff deployed on trips to manage and meet the requirements of risk assessments.</li> <li>• Vulnerable and SEND students to be encouraged and invited to attend and take part in activities in the wider community.</li> <li>• Parents/carers of vulnerable and SEND students to be encouraged to volunteer time to help with the activities in the wider community.</li> <li>• Parents/carers to be consulted prior to trips/activities and advise of any special arrangements.</li> </ul>
How do we prepare and support a child for joining and transferring to secondary school?	<ul style="list-style-type: none"> <li>• Meetings between Primary and Secondary SENCo's at the start of year 6</li> <li>• Transition visits for vulnerable and SEND students from the Autumn term of year 6 onwards to secondary school.</li> <li>• Transition visits to be over different times of the school day.</li> <li>• Transition plans to be developed for vulnerable and SEND students between Primary, Secondary, parents/carers/ teaching assistants</li> <li>• SENCo from primary to advise secondary SENCo on requirements and needs several months before the transition.</li> <li>• Close liason with Primary SENCo and teaching assistants to ensure all relevant information is forwarded to Secondary SENCo.</li> <li>• Information to be passed to secondary prior to end of year 6.</li> <li>• Vulnerable and SEND students will be given advice on the Summer School during the summer holidays.</li> <li>• Parents/carers to make visits to ensure they are secure in what the school can offer their child if they have a statement of SEN or in the process of assessment.</li> <li>• Journeys and travel training to new school.</li> <li>• Vulnerable and SEND students to be given direction/help cards for use in the school environment.</li> <li>• Transition Days for parents and students</li> <li>• Vertical Tutoring</li> </ul>
How will we develop social skills throughout the school day, in particular unstructured times?	<ul style="list-style-type: none"> <li>• SEND base will provide a secure, friendly environment where all vulnerable and SEND students can access for social support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Vulnerable and SEND students will be invited to participate in activities that involve the school and wider community.</li> <li>• Alternative curriculum activities.</li> <li>• Various clubs e.g. electronics and film clubs that all students can access</li> <li>• Peer mentoring groups.</li> <li>• 6<sup>th</sup> form students to socialise in the SEND base and undertake reading activities with readers of lower ability.</li> </ul>
How will we meet a student's personal care needs?	<ul style="list-style-type: none"> <li>• Students will be as independent as possible and staff will only intervene if absolutely necessary and relevant.</li> <li>• Parents/carers will be advised in an emergency</li> <li>• Access to disabled facilities to ensure privacy, space and sensitivity for aspects of personal care.</li> <li>• School code of conduct followed by all staff.</li> </ul>
How do we help a student who are new to English.	<ul style="list-style-type: none"> <li>• Initial English speaking and reading testing.</li> <li>• Two week integration into lessons with support.</li> <li>• Phrase/communication booklets (students and staff).</li> <li>• Intervention English lessons.</li> <li>• Parent/families to be involved in extra-curricular English lessons.</li> <li>• Peer mentors/buddies</li> <li>• Embrace cultures and traditions.</li> </ul>
How do we allocate resources?	<p>Teaching assistants to be:</p> <ul style="list-style-type: none"> <li>• deployed into lessons and intervention where students with an EHCP are located</li> <li>• able to help develop independence for those with an EHCP</li> <li>• pro-active in all lessons and to assist the teacher in developing students understanding of information and undertaking of tasks</li> <li>• developed through differentiated materials and shared as good practice</li> <li>• developed and banked in shared areas for adaptation.</li> <li>• specialists in areas of need to be available for advice and guidance.</li> </ul>
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> <li>• Information passed directly to staff</li> <li>• Individual Pupil passports</li> <li>• Regular meetings incorporating Teaching Assistants</li> <li>• Training from outside agencies for specific support</li> <li>• Teaching Assistants to attend regular courses - e.g. Dyslexia and feedback to all staff.</li> <li>• Specialist teachers to ensure high quality psychometric testing for access arrangements and intervention classes.</li> </ul>
How do we raise awareness of Special Educational Needs for parents and the wider community?	<ul style="list-style-type: none"> <li>• Form/tutor time to discuss difficulties.</li> <li>• Assemblies to explain difficulties.</li> <li>• Students with SEN difficulties to take part in activities with the wider community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Achievements of students with SEND to be celebrated in school newsletter.</li> <li>• Charity fund-raising activities advertised and results published in the local newspapers.</li> <li>• Pupil passports written and shared with parents</li> </ul>
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> <li>• Termly monitoring of students with an EHCP</li> <li>• Assessment/progress data (3 times per year)</li> <li>• Annual reviews of students with statement of SEN/EHCP</li> <li>• Management/monitoring of Teaching Assistants performance in the classroom.</li> </ul>
Who to contact for further information	<ul style="list-style-type: none"> <li>• SENCo- Mrs Quinn</li> <li>• Assistant SENCo- Miss Spark</li> <li>• Heads of House</li> </ul>