Question	Academy Response
1a. How does the school know if the children/young people need extra help and 1b.what should I do if I think my child may have special educational needs?	1a. At Christ the King Catholic Academy (CTKCA) we strive for an early response to any concern we have for children. ***We aim for an early identification of need and early intervention strategies as we see this as the key to helping children to reach their potential.*** Where a child appears to be behind expected levels or where a child's progress gives cause for concern, practitioners will consider all the information about the child's learning and development (see Question 5 for SEN and disability code of practice). All the information will be brought together and considered with the child's parents/carers in meetings with the class teacher and SENDCO. This may include information about: • the child's learning and development, within and beyond the setting; • practitioner observations, formal checks, any more detailed assessment, any specialist advice; • progress in the prime areas: communication and language, physical development, social and emotional development. 1b. If you think your child may have a Special Educational Need that has not been identified by the school or early education setting, you should; ● In the first instance, talk to your child's teachers about your concerns. ● Following this, it is likely that the teacher will have discussed your concerns with **Mr Daniel Flannigan-Salmon**, **the school's SENDCo and Assistant Headteacher**. You may wish to arrange a meeting with him to discuss your concerns further.
2. How will school staff support my child?	We ensure that the necessary *identification and provision* is made for any individual who has Special Educational Needs (SEND), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers and constantly strive to improve the accessibility of our school and curriculum. This is achieved using a **Graduated Approach** and an **Assess, Plan, Do and Review** process**.** **Local offer Graduated Approach available:** **https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx** Additional support is delivered through a range of provisions that includes: small group interventions in particular areas of the curriculum such as phonics, literacy and mathematics; 1:1 support with reading, maths and handwriting; Speech and Language therapy; Rainbows (Separation, Loss and Anxiety), Attention Balance and Coordination (ABC), Sand Play, Lego Therapy, Sensory Play or Attachment programmes. At times there may be the need for school to involve Multi Agency specialists to advise them on SEND and effective support. Parents and carers are always involved in

	this decision. Examples of this type of specialist include: Educational Psychology, Primary Behaviour Support, Occupational Therapy, Speech and Language Therapy and Child and Adolescent Mental Health Service (CAMHS). These types of support are in addition to the in-class support strategies implemented by the child's class teacher.
3. How will I know how my child is doing?	Initially your child's class teacher will communicate informally as and when required around the school day. You will be invited to two formal parents evening sessions to discuss your child's progress where you will receive a short term report. You will also receive a Summer Term summary report that outlines their development over the course of the year. If your child has an Education Health Care Plan (EHCP) the school SENDco will invite you to an annual review meeting to discuss progress and look at opportunities for further child development; however an annual review meeting can be called at any time if there is a concern with the child's progress or placement. All children on the Special Educational Register follow our graduated Assess, Plan, Do, Review cycle; this at times may involve parents and you may be invited to a review meeting to discuss your child's progress. The progress of pupils with SEND or disabilities is continuously monitored by the class teacher and the SENDCo and reported to the Executive Headteacher. Analysis of this data, comparing progress with other pupil groups, is then acted upon to ensure the needs of all pupils are being fully met.
4. How will the learning and development provision be matched to my child's needs?	We strive to ensure that all pupils at Christ the King Catholic Academy have full access to the curriculum. Where a pupil has particular needs that make it difficult for him or her to participate fully in the curriculum, a package of support (Support Matrix) and intervention strategies are agreed based on an assessment of these needs. The impact of the strategies and support provided is reviewed for each pupil with SEN or disabilities at least three times a year (termly) with the SENDCo and class teacher; to which parents/carers and pupils may be invited. Should the child have an Educational Health Care Plan these will be reviewed formally at least once a year.
5. What support will there be for my child's overall wellbeing?	This depends upon the nature of your child's needs and his/her difficulties with learning. Our education provision will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014; • communication and interaction; • cognition and learning; • social, emotional and mental health; • sensory and/or physical needs. At Christ the King Catholic Academy we have a 3 tiered approach to supporting a child's learning.

	Tier 1: Universal. This is the quality first teaching your child will receive from her/his teachers and may include some very minor adaptations to match learning needs. **Tier 2: Targeted**. It may be appropriate to consider making additional short term special educational needs provision, to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of: a) assessing your child's need; b) planning the most effective and appropriate intervention; c) providing this intervention; d) reviewing the impact on your child's progress towards his/her individual learning outcomes. Specific targeted one to one or small group interventions will be run outside of the school day to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes. **Tier 3: Specialist.** It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school, in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and/or the child development service. The school may need to priorities referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan.
6. What training have the staff, supporting children and young people with SEND, had or are having?	Our Specialist Support Assistants (SSA's) receive high quality training in all areas relevant to their role. This includes, but is not limited to: learning difficulties, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism such as Emotional Literacy, Attention, Balance and Coordination and English as an Additional Language provisions. Our SENDCO is qualified to Level 6 in British Sign Language (BSL). All staff have received CPD relating to quality adaptation and to move away from differentiated support for all children. High quality teaching is crucial to the progress of pupils with SEND and teachers are vital orchestrators of 'assess, plan, do, review' – the graduated response process detailed within the SEND Code of Practice. This is the first step in identifying barriers and developing strategies to support all pupils, including those with SEND. Adaptive teaching strategies sit firmly at the heart of this: adapting planning prior to the lesson and adjusting practice during the lesson. Adaptive teaching provides opportunities for all pupils to experience success by: ● Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. ● Balancing input of new content so that pupils master important concepts. ● Making effective use of teaching assistants.
7. What specialist services and expertise are available at or accessed by the school?	We have to access many professionals outside the school environment. These services support us in meeting the needs of our children. Services can include ● Nursing service

	• Advisory teachers • Educational Psychologist • Emotional Health and Well Being
8. How will you help me to support my child' s learning?	The class teacher or the SENDCO can offer practical advice and ideas of ways that you can help your child at home. The class teacher can provide a home/school communication book which your child will bring home daily, so that comments from parents and the teacher can be shared. If your child is on the Special Needs register they will have a Support Matrix or be in a small support group with specific targets. This will be discussed with you at a Parents' Evening. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets, with the expectation that the child will achieve the targets by the time it is reviewed. If your child has complex special educational needs or a disability they may have a Education Health Care Plan (EHCP), which means that a formal meeting for parents and teaching staff will take place annually to review your child's progress. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school. If a class teacher needs to discuss an issue with you, it will be done privately and confidentially and strategies to support your child will be offered.
9. How will I be involved in discussions about and planning for my child's education?	We believe that your child's education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly. There are a number of ways you can be involved in the discussions and planning of your child's education. • You will be able to discuss your child's progress at parents' evenings. • You are welcome to discuss with your child's class teacher the targets on their Support Plan and the assessment of their targets at the end of the term. • If your child has a Statement of Special Educational Needs or Education Health Care Plan you will be invited to a meeting at least once a year to review your child's statement.
10. How will my child be included in activities outside the classroom including school trips?	All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and choose visits that are accessible to all. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Where a child has additional needs this will be taken into account at this stage and additional control measures put in place to enable them to participate fully. For children with significant needs they may require an individual risk assessment. We understand that including parents to ensure that a

	child is able to take part in any trip or activity successfully may make both the parent and child feel more at ease. We will talk to you about what will work best for your child.
11. How accessible is the school environment?	At Christ the King Catholic Academy we provide equal access to all pupils and their parents and carers. The site and buildings are on a single level and ramps in place, where appropriate, to enable easier access to the building. A number of disabled toilets are available across the campus and there is also a dedicated medical room. As a school we review provision on an annual basis and purchase additional resources to provide for individual access requirements. Where appropriate specialist equipment may be provided for the pupils e.g. writing slopes, concentration cushions, pencil grips, easy-to-use scissors, ICT equipment. The Academy's Accessibility Plan is reviewed annually and may be found on the school website: https://ctkacademy.co.uk/policies-documentation/ Our new, 'Meadow' portacabin offers greater access to education for those children who may struggle in a mainstream setting. This offers a more nurtured and sensory support for children with Special Needs. The site is located just offset of our mainstream Reception areas to allow children to be re-integrated into the main building. The meadow is accessible with ramps.
12. Who can I contact for further information?	Parents who think that their child may have special educational needs, or have concerns about any aspect of their child's provision and/or progress are encouraged, in the first instance they should talk to their child's teacher and/or the SENDCO Mr Daniel Flannigan-Salmon on: 01253 395985
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?	We always do our best to support pupils in moving from class to class across the school, as well as any pupils who join or leave through effective transition programmes. Before joining our school we encourage all new children to visit for a tour of the school and engage in a number of taster sessions. Class Teachers, Senior Leaders and our school SENDCo liaise closely with feeder nurseries and secondary school colleagues to gain all relevant information needed to ensure a smooth transition. Where appropriate, extra sessions are arranged, prior to starting, including Nurture Group visits, photo books and social stories are also used where appropriate. Children progressing onto secondary school receive a tailored transition programme to suit them and their new school. Liaisons are made between both SENDCOs to ensure a smooth transition.
14. How are the school's resources allocated and matched to children' s special educational needs?	The school's SEN budget is allocated each financial year. The money is used to provide additional support, interventions or resources depending on an individual's needs. The additional provision may be allocated after discussions with the class teacher at the child's progress meeting or if concerns are raised by them or the parent at any other time during the year. Resources may include the deployment of staff depending on individual circumstances, the purchase of specialist equipment or services.

15. How is the decision made about how much support my child will receive?	The SENDCo in collaboration with the Headteacher will co-ordinate and priorities provision according to the needs of all the children in the school. All interventions are time limited and are reviewed and monitored to ensure that they are the appropriate provision for that particular child and that they are impacting on progress. Class teachers will make a recommendation to the SENDCo for specific support. It is our aim to develop the independence of all pupils and no child will receive full-time support from one adult.
16. Admission and access for disabled students.	Christ the King Catholic Academy welcomes all children from Catholic and non-Catholic parents who would like their children educated within the aims and ethos of the Catholic Academy. ● Pupils with special educational needs will be admitted according to the Academy's admission policy. A copy of the policy is published on the BEBCMAT website for the next school academic year intake: https://bebcmat.co.uk/our-trust/admission-policies-appeals-process ● Pupils with an Education Health Care Plans naming the Academy will be admitted before the application of the oversubscription criteria, as required by law. The school will collaborate with the local authority following a consultation process to ensure we can meet the child's needs. ● The school uses induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having, special educational needs. Information on children is gathered from previous nurseries/schools to ensure continuity and progression. ● Meadow admissions will follow a consultation process initiated by the Local Authority SEN team.
17. Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?	The Academy is guided in all its provision by the BEBCMAT Equality Policy and Objectives which are published at: https://www.ctkacademy.co.uk/index.php/key-info/policies For more detail on the Academy's provision for children with SEN and disabilities, see the Academy's SEND offer at: https://ctkacademy.co.uk/policies-documentation/