



## **Our Mission Statement:**

**Sirius Academy West is where every child achieves and believes in success:**

We believe that:

- All children are valued and included regardless of abilities, needs and behaviours.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with Special Educational Needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parent/carers, children, looked after and other partners.
- Maintaining children's safety and wellbeing is central to their development.



## Education Framework

The following table demonstrates how we put support in place for all students with SEND (including the areas of need below).

- Learning and cognition difficulties
- Communication Difficulties
- Autism Spectrum
- Specific Learning Difficulties
- Physical Difficulties and Medical Needs
- Sensory Difficulties
- Social, Emotional and Mental Health

	<b>Whole academy response</b>	<b>Targeted support for individuals or</b>	<b>Specialised individual support</b>
	<b>Universal Quality First Teaching</b>	<b>small groups Short/medium term</b>	<b>Medium/longer term</b>
<b>Teaching Approaches</b>	<p>The academy regularly monitors your child's progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of the Inclusion Department. The Assistant Head for Inclusion who is the Special Educational Needs Co-ordinator (SENCo) will implement, after consideration with parents, any necessary and appropriate interventions.</p> <p>There are regular parents' evenings and reports to parents.</p>	<p>Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers Progress Support Assistants as appropriate.</p>	<p>Work is differentiated to meet individual children's needs. There is careful targeting of individual support for students. Personalised Interventions are put in place for students who are not making progress.</p>

<p><b>Learning/curriculum approaches</b></p>	<p>Children and young people will have full access to the National Curriculum which will be differentiated to take account of each student's particular needs and will be modified to suit each child's academic and personal development.</p>	<p>The academy identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.</p>	<p>The academy always responds to any concerns raised by parents. The Special Educational Needs Co-ordinator (SENCo) may carry out additional testing when additional educational needs are identified. Outside agencies may also be involved. Progress will be reviewed by the student, class teachers, the SENCo and parents as appropriate.</p>
<p><b>Support</b></p>	<p>Students at Sirius Academy West with special educational and additional needs have a Student Profile which is accessible to all teaching staff. All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for Quality First teaching.</p> <p>Teaching and support staff regularly receive training which is aimed at maximising participation, access and</p>	<p>The Inclusion Department offers access to small group work based on developing an understanding of the subtleties of language, conversational skills, self-esteem, confidence and other social skills. This also includes a programme of enrichment and nurture.</p> <p>There is a structured multi-sensory, multi-modal programme of work to develop literacy and</p>	<p>Children with SEND in the academy may also be supported by external agencies and parents are always consulted. The primary contacts for these agencies are the AVP of Inclusion and the SENCo although class teachers and support staff are also involved. It is the responsibility of the AVP of Inclusion and the SENCo to organise external support and maintain records.</p>

	<p>achievement of children with special educational/additional needs.</p> <p>Sirius Academy West is an inclusive academy, where all teachers are teachers of children with special educational/additional needs and the whole academy community respects the rights and needs of others.</p>	<p>numeracy skills with plenty of opportunities for over learning and consolidation of concepts. This includes developing foundation skills in reading, writing (spelling and comprehension) and arithmetic.</p> <p>The Inclusion Department provides selected students with opportunities to attend a break and lunch club in a friendly and nurturing environment.</p>	
<b>Environment and physical resources</b>	<p>Sirius Academy West is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the academy community.</p>	<p>Sirius Academy West prepares children for changes and provides support to manage unpredictable events and at times of transition between primary and secondary and further education.</p>	<p>The SENCo co-ordinates the liaison and multi-agency working to support children with disabilities.</p>

<p><b>Emotional</b></p>	<p>Sirius Academy West works hard with families to meet the needs of all students with their social, emotional and behavioural development. There is a robust pastoral structure which places the emotional needs of the child as a high priority.</p>	<p>There is small group support for children in the Key Stage 3. The T pathway groups are a small group of children taught in mainstream. English and Maths and are delivered by specialist trained staff and supported by a Progress Support Assistants-</p>	<p>At Sirius Academy West we have Progress Support Assistants who received additional training on aspects of emotional, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Progress Support Assistants can support students on a one-to-one basis or in a small group when required.</p>
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**Frequently asked questions from the point of view of a parent/ carer:**

Question	Answer
<p>How does Sirius Academy West know if children need extra help?</p> <p>What should I do if I think my child/young person may have special educational needs?</p>	<p><i>Sirius Academy West is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's tutor, or contact the SENCo</i></p>
<p>How will staff at Sirius Academy West support my child?</p>	<p><i>Your child's class teachers and the SENCo will oversee and plan your child's education programme. Depending on the intervention required, your child may be working at times in a small group aimed at supporting literacy and/or mathematics. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case qualified Progress Support Assistants may support your child to be a successful member of the academy community. This will all be explained to you by a member of staff from The Inclusion Department.</i></p>

<p>How will the curriculum be matched to my child's needs?</p>	<p><i>All our teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team. We also respond to emails if your query is urgent.</i></p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>We have an open door policy at Sirius Academy West. There are regular parent evenings and you can ask for an appointment to speak with your child's class teacher, tutor or the SENCo at a mutually convenient time. You will receive regular reports and we will always ask to see you if we have concerns about your child's progress.</i></p> <p><i>If your child has a statement of SEN or an Educational Health and Care Plan (EHP), an annual review or an is held according to the guidance in the SEND Code of Practice</i></p>
<p>What support will there be for my child's overall well-being?</p>	<p><i>There are close links with our partners in health, for example, the academy nurse. We also can refer children to the academy's pastoral team and provide a variety of interventions for your child's individual needs to support their overall well-being.</i></p>
<p>What specialist services and expertise are available at or accessed by Sirius Academy West?</p>	<p><i>We also link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy, Northcott Outreach, Whitehouse</i></p>

	<p><i>Outreach and IPASS teachers for children who have physical difficulties, visual impairment and hearing impairment.</i></p>
<p><i>What training have the staff supporting children and young people with SEND had?</i></p>	<p><i>Our Assistant Head Teacher for Inclusion and SENCo is a qualified teacher, with a Masters in Inclusion and Vulnerable Learners and National Award for SENCo's which is a statutory national accreditation. She is also specialist assessor holding a CPT3A for identifying and teaching students with Specific Learning Difficulties. All staff receive regular training and updates for the main categories of special educational needs. During the academic year staff have received training from the Educational Psychology, Clinical Physiologist service on managing behaviour, Attachment difficulties, ADHD and Autism, Social Skills, Phonics, Spelling and comprehension, Catch up numeracy, and also the academy nurse has provided epi-pen training. Our pastoral staff are first aid trained and our Progress Support Assistants have had first aid training for external educational visits.</i></p>
<p><i>How will my child be included in activities outside the classroom including academy trips?</i></p>	<p><i>We make every effort to include all students in academy trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. Our Progress Support Assistants have all had first aid training for external educational visits to enable full support.</i></p>

	<p><i>We will also help prepare your child for any changes in their academy day, such as academy trips, award ceremonies, activities week and sports day.</i></p>
<p>How accessible is Sirius Academy West?</p>	<p><i>We make every reasonable adjustment possible. Part of the academy site is across four levels but we have two lifts to gain access to all classrooms. There are also two accessible hygiene suites with showers and adapted toilets, one of which has a hoist system installed.</i></p>
<p>How will the Sirius Academy West prepare and support my child to join the academy and then transfer to a new academy?</p>	<p><i>The Director of Transition and the SENCo liaise with Year 6 teaching staff, support staff and SENCos from feeder primaries. Extra transition is arranged as necessary in addition to the transition week. Academy tours and transition can be arranged for individual children and can be highly personalised. There are also transitional activities during the summer term for SEND students. There are regular visits between the feeder primaries for Sirius Academy West throughout the year which provides children with opportunities to meet teaching staff from Sirius Academy West. There is also access to a Summer School over the summer holidays. This provides further familiarisation with the academy site, staff and a full programme of activities.</i></p> <p><i>Transition to further education is coordinated between the SENCo of Sirius Academy West and local post-16 provisions. Pastoral leads and the academy's careers advisor will also be involved in the move to college. Taster days and activities at a</i></p>

	<p><i>number of colleges feature regularly in the academy calendar and are available to all years, but most particularly for Years 10 and 11.</i></p> <p><i>If your child has a statement of special educational needs or a EHCP then your child's needs will be discussed with a personal advisor yearly from year 9. The advisor will liaise between the academy and the post-16 provision and will support college applications.</i></p>
<p>How are the academy's resources allocated and matched to children's special educational needs?</p>	<p><i>The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our academy cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has a statement of SEN or an EHCP, we will ensure that the provision specified is provided.</i></p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p><i>The members of The Inclusion Department meet weekly to discuss progress for the children they support so that a personalised programme of intervention and support can be put together.</i></p>
<p>Who can I contact for further information?</p>	<p><i>Your first point of contact if you want to discuss something about your child is your child's Head of House.</i></p> <p><i>You can contact the Assistant Head for Inclusion/SENCo, or any members of the academy leadership team, if you are still have any concerns.</i></p> <p><i>If you would like to apply for Sirius Academy West, please contact the academy to arrange a visit.</i></p>

<p>Are there staff in academy who have been trained to help young people who need extra help?</p>	<p><i>All our teachers and support staff have been trained to teach children with learning needs. Our Assistant Head for Inclusion/ Special Educational Needs Co-ordinator and Progress Support Staff have lots of experience and qualifications that mean they are trained to help children with learning needs.</i></p>
<p>If I have difficulty in taking part in academy activities what different arrangements can be made?</p> <p>a. How will I know who can help me?</p> <p>b. Who can I talk to about getting involved in academy activities if I need extra help?</p>	<p><i>We have full accessibility to all classrooms in the academy. We have two hygiene suites with adapted toilets and a shower. You will be introduced to all staff that will be working with you so that they understand your difficulties. If you feel comfortable, we could also let your friends know how they can help you. You can talk to your teachers, tutor or the support staff if you would like to be involved in academy activities where you may need extra help.</i></p>
<p>What extra help is there to help me get ready to start at my academy?</p>	<p><i>Apart from the usual year 6 activities taking part at Sirius Academy West, we will talk to your current school and your parents/carers. You are welcome to come and visit Sirius Academy West and have a tour of the school. We can give you an academy prospectus and a Transitional booklet which is in the style of a social story if this would help you.</i></p>

### **What should you do if you feel that the local offer is**

- **Either not being delivered or**
- **Is not meeting your child's needs?**

You should contact your child's tutor and/or the Special Educational Needs Co-ordinator (SENCo).

### **How is our local offer reviewed?**

*The local offer for Sirius Academy West will be reviewed regularly and amendments will be made in accordance with the Academy Development Plan and on information gathered from careful analysis of student progress.*

### **How have parents and carers and children with SEN/D been involved in reviewing the local offer?**

*Sirius Academy West has consulted with Parent Governors, Parents who attend the support group for Autistic Spectrum Disorder and members of the Student Council.*