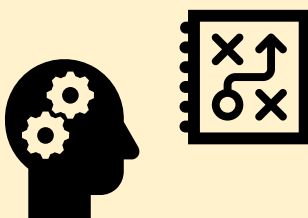
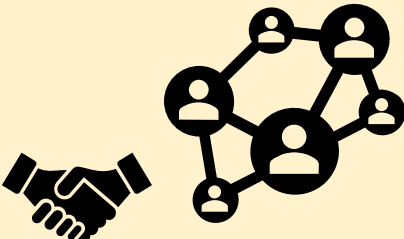
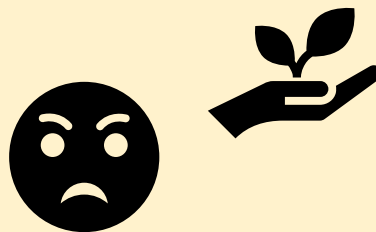
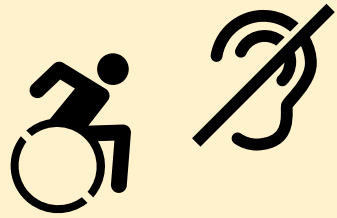


SEND



A young person has SEND if they have a **learning difficulty or disability** which calls for special educational provision, in addition to what is provided for their other peers, to be made for him or her. Special educational needs and disabilities (**SEND**) can affect a child's ability to learn. They can broadly affect:

<p>...the ability to concentrate, and process information that will progress reading, writing and numeracy in-line with age related expectations.</p>	<p>...the ability to understand information presented either socially or when learning in lessons; and communicate and interact in a socially appropriate way towards peers and staff.</p>	<p>...the ability to focus in on learning based tasks; regulate emotions; display resilience and a growth mindset; and demonstrate empathy towards peers, staff and self.</p>	<p>...physical and sensory abilities, including hearing, visual and spatial awareness.</p>
			
<p>Cognition and Learning</p>	<p>Communication and Interaction</p>	<p>Social, Emotional, Mental Health</p>	<p>Physical and Sensory</p>

What will happen if your child is struggling to access their lessons:

Our teachers plan lessons to a high standard and can meet a wide range of needs in class through [High Quality Teaching](#). Some young people require more support than others, so the class teacher will differentiate their planning to meet the needs of these students. If a young person seems to require more planned support than is 'ordinary', the teacher should make the academy SENDCo aware.

At this point, the teacher and the young person's House Team with support (when required) from the relevant SEND departmental link, will help to identify possible strategies or adjustments, checking for impact of these strategies and tracking the progress of your child. The extra support and tracking usually means the young person starts to make progress and gets back 'on track'.

If a young person does not show signs of making progress, despite the implementation of personalised strategies and support, then we will put in place more support and scrutiny for them. This stage is called SEND Support. Your child will now be added to the SEND register.

We may contact you to discuss your child's needs. At this point, we may ask to screen your child for barriers to learning, or ask for you to visit your GP for further assessment of your child's needs.

Any extra support for your child may be from in-school provisions (screeners to generate more targeted teaching strategies for teachers to use, or suitable short-term interventions). Alternatively, the young person may be supported with the help of appropriate outside agencies, but we'll talk this through with you.

If your child's needs are complex, long term and individualized support is needed for them consistently to access their learning, then we will consider the following:

- We may generate a Student Support Plan so that we can look at progress of specific outcomes made against provision implemented.
- We may ask our Educational Psychologist, or another specialist to meet with your child.
- We may apply for additional funding for your child (dependant on your home address' Local Authority) to cater for individual needs that are beyond the provision ordinarily available in school.
- We may talk with you about applying for an Education, Health and Care Plan.

*Every individual's need and hence their support varies, from child to child, so every child's case is considered individually while adhering to the basic structure explained above.



Who to talk to for more information:

- **Communications Head of House – Mrs Wiltshire (Mandy.Wiltshire@clf.uk)**
 - **Discovery Head of House – Mrs Whitcliff (Donna.Whitcliffe@clf.uk)**
 - **Enterprise Head of House – Mr Hoggett (Lee.Hoggett@clf.uk)**
 - **Performance Head of House – Ms Jacquel (Marianne.Jacquel@clf.uk)**

BMASENDCo@clf.uk for the Core SEND team including:

Associate Assistant Principal for Inclusion, SEND strategic oversight – Ms Phelps (Nicola.Phelps@clf.uk)

HLTA (Core SEND) Year 7 and referrals to SEND – Ms Smyth (Layla.Smyth@clf.uk)

HLTA (Core SEND) Year 8, Physical and Sensory – Ms Smith (Mary.Smith@clf.uk)

Deputy SENDCo, Year 9 and GCSE options/ transition – Mrs Carden-Farley (Sarah.Carden-Farley@clf.uk)

AAP for inclusion, acting Year 10 – Ms Phelps (Nicola.Phelps@clf.uk)

Assistant SENDCo, Year 11 and Post-16 transition – Mrs McKenty (Susan.Mkenty@clf.uk)