

We are a fully inclusive school who strives to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. We implement a graduated approach; this is based on an Assess-Plan-Do-Review three range structure.

Other useful documents such as our SEN policy are available on the school website. If you would like any further information about Samuel Lister Academy's Local Offer you can access the following document: "The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities" via the link: [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#).

**If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.**

### Section 1. School entitlement offer to pupils with additional needs

<p>Communication, Interaction, Cognition and Learning Needs:</p>	<p>Autistic Spectrum Conditions</p> <p>Speech, Language and Communication Needs</p> <p>Moderate Learning Needs</p> <p>Specific Learning Difficulties</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of Learner Passports - pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child.</li> <li><input type="checkbox"/> Whole school policies evaluated biennially to ensure inclusion and progress for SEND pupils.</li> <li><input type="checkbox"/> Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.</li> <li><input type="checkbox"/> The school has an effective assessment process which identifies barriers to learning upon entry and throughout school and provides appropriate action to reduce any negative impact upon pupil success.</li> <li><input type="checkbox"/> Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to.</li> <li><input type="checkbox"/> All staff have completed CPD in relation to meeting pupils' needs within the classroom and there is an ongoing programme to update these skills.</li> <li><input type="checkbox"/> All staff are effectively deployed to ensure pupil progress, independence and impact.</li> <li><input type="checkbox"/> The SENCo will undertake national accreditation for this role where necessary and provides advice and guidance to staff.</li> <li><input type="checkbox"/> Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes.</li> <li><input type="checkbox"/> Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils.</li> <li><input type="checkbox"/> All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of SEND pupils.</li> <li><input type="checkbox"/> Communication with parents and carers is of paramount importance and the Academy has a highly effective Pastoral Team team who nurture effective relationships with families.</li> <li><input type="checkbox"/> SEND students have a linked Higher Level Teaching Assistant who conduct termly review meetings and is integral to the success of our pupils with SEND. We also offer SEND parents' evenings/drop ins.</li> <li><input type="checkbox"/> Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li><input type="checkbox"/> Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, for example: Literacy Intervention Programmes, Numeracy Intervention Programmes and Social Intervention Programmes.</li> <li><input type="checkbox"/> ICT is used to reduce barriers to learning where possible.</li> </ul>
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The Local Offer of Provision for Children and Young People with Special Educational Needs or Disabilities (SEND)

<p>Social, Emotional and Mental Health Difficulties</p>	<p>Social, Emotional and Mental Health Needs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school ethos values all pupils and their diverse abilities are equally celebrated.</li> <li><input type="checkbox"/> The school's behaviour systems are based on a positive approach.</li> <li><input type="checkbox"/> The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.</li> <li><input type="checkbox"/> Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils and adults.</li> <li><input type="checkbox"/> Support is offered and signposted to families in order to reduce the impact of any disadvantage.</li> <li><input type="checkbox"/> Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li><input type="checkbox"/> The school provides effective pastoral care for all its pupils, for example: counselling, mentoring, social intervention programme, School Nurse and other outside agencies.</li> <li><input type="checkbox"/> Access to information and support is provided within school for behavioural, emotional and social needs.</li> <li><input type="checkbox"/> External support is sought and any advice implemented to support individual pupils' needs.</li> <li><input type="checkbox"/> Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement.</li> <li><input type="checkbox"/> Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school, for example as part of the dedicated PSHE time.</li> <li><input type="checkbox"/> The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated.</li> <li><input type="checkbox"/> Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience, for example our Social Intervention Programme and external Commando Joe Programme.</li> <li><input type="checkbox"/> There is a series of support mechanisms for before school, break and lunch-time to support vulnerable pupils.</li> </ul>
<p>Sensory and Physical Needs</p>	<p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed.</li> <li><input type="checkbox"/> ICT is used to increase access to the curriculum where appropriate.</li> <li><input type="checkbox"/> Additional adults are deployed to increase pupil success and independence where appropriate.</li> <li><input type="checkbox"/> Advice and guidance is sought and implemented to respond to pupils who have significant medical needs, including those with care plans.</li> <li><input type="checkbox"/> Staff receive training and advice to ensure understanding of the impact of a sensory need upon teaching and learning where appropriate, for example: training around the management of hearing aids.</li> <li><input type="checkbox"/> Staff understand and adhere to the supporting students with medical conditions policy.</li> <li><input type="checkbox"/> The SENCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.</li> <li><input type="checkbox"/> The school works hard to ensure that parents/carers are able work in partnership with them to support their children, for example: parents' evenings/drop ins, Learner Passport reviews, transition planning etc.</li> <li><input type="checkbox"/> The new Academy buildings entrances to the school are wheelchair accessible and there is a lift for access to all floors in the building.</li> <li><input type="checkbox"/> There are emergency evacuation plans incorporated into care plans for all pupils with physical disabilities, medical conditions and wheelchair users.</li> <li><input type="checkbox"/> All pupils are seated appropriately within classrooms according to individual needs.</li> <li><input type="checkbox"/> Specific training, equipment and adaptations are identified, used where necessary and maintained by appropriate parties, for example: writing slopes, footrests, hoists, back supports.</li> </ul>

### Additional Information

School offer to pupils who require support that is “additional to and different from” that received by other pupils.		
<b>Pupils with English as an additional language (EAL)</b>	As for Section 1 plus involvement of EAL Team	<b>Glossary</b>  EDULAC Education for Looked After Children  GRT Gypsy, Roma and Traveller  EAL English as an Additional language  SENCo Special Educational Needs Co-ordinator  BSS Behaviour Support Service <sup>1</sup>  CAMHS Child and Adolescent Mental Health Service
<b>Looked After Children (CLA)</b>	As for Section 1 plus involvement of CSC/Virtual School for the maintaining LA	
<b>Traveller pupils</b>	As for Section 1 plus involvement of GRT service	
<b>Refugee and asylum seekers</b>	As for Section 1 plus involvement of EDULAC	
<b>Minority ethnic and faith groups</b>	As for Section 1 plus involvement of EAL team	
<b>Pupils with medical needs</b>	As for Section 1 plus involvement of Health Services	
<b>Young carers</b>	As for Section 1 plus involvement of Young Carers Team/CAMHS/Barnardo's	
<b>Pupils at risk of exclusion</b>	As for Section 1 plus involvement of BSS Team, Educational Psychologists, Education Welfare Team	
<b>Pupils from alternative gender groups</b>	As for Section 1 plus involvement of CAMHS	
<b>Pupils from families under stress</b>	As for Section 1 plus involvement of CAMHS	

Contacts: Andrew Kenure (Acting SENCo)

The Academy endeavours to work proactively with parents and pupils regarding SEN matters. This includes personal consultation (review) meetings and group consultations for parents as part of SEN Parent Evenings/Drop Ins. Additionally, we aim through personal review meetings and group consultations to gain and act upon pupil, parent/carer feedback.

There are a wide range of consistently variable after-school activities available to all at Samuel Lister Academy. Please contact the school for more information.

This document is designed to be seen in conjunction with our SEN Information Report and SEN Policy.