



Morecambe Bay
Academy

Information Report 2021-2022

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Morecambe Bay Academy SEND Information Report 2021 - 2022

Welcome to Morecambe Bay Academy's Information Report.

With the passing of the Children's and Families Bill (2014), new legislation was introduced and through this the Government presented its aims, in order to provide better outcomes for children with additional needs and disabilities and to improve the experience of parent/carers when securing support of their children.

Within this document, Academies have a duty to publish information on their websites regarding the implementation of their policy for children with SEND.

Throughout this report, you will find information about the provision that we have on offer at Morecambe Bay Academy to support our pupils with Special Educational Needs and Disabilities.

Context of the School

Morecambe Bay Academy is part of the Bay Learning Trust, a family of schools in the Morecambe Bay area and the only, local, multi-academy trust. As a trust, we work together to secure an excellent education for all our young people.

The Academy is a coeducational 11-18 school located within the beautiful Morecambe Bay. We aim to place the academy at the heart of our local community so that our students are proud members and contributors within the local area.

The Local Authority Offer

As part of the legislation, Local Authorities are required to publish a Local Offer www.lancashire.gov.uk/SEND, which will show the special educational needs provision and support available to disabled children, young people and their families within their county.

What kinds of Special Educational Needs might the children at Morecambe Bay Academy have?

Your child's Special educational needs and provision will fall under one or more of the four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

SEND Area of Need	Number of students
Cognition and Learning	66
Communication and Interaction	41
Social, Emotional and Mental health	111
Physical and Sensory	14

SEND Need	Number of students
Hearing Impairment	7
Visual Impairment	4
Dyslexia	12

ASD	13
Moderate Learning difficulties	10
General Learning difficulties	24
Auditory Processing Disorder	7
SLCN	11
Social, Emotional and Mental Health	111
Physical Disability	5
Dyscalculia	2
SPLD	9

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

How do we identify Special Educational Needs and Disability at Morecambe Bay Academy?

At Morecambe Bay Academy, students are identified as having Special Educational Needs and/or disabilities in a variety of ways, including the following: -

- Liaison with the previous setting
- Children performing below age related expectations
- Concerns raised by parents
- Concerns raised by students
- Concerns raised by staff
- Liaison with and feedback from external agencies
- Health diagnosis through a paediatrician

On application to our Academy, parents are asked to share any learning and medical needs that their child may have. We believe early identification and intervention is necessary to ensure that your child continues to make good progress across Key Stage 3 and 4. We start to identify pupils with SEND before they start in Year 7, through liaising with primary school SENCo's and Year 5/6 teachers. As an Academy, we will attend the Year 6 annual review, to plan and support with transition from primary to secondary education. We feel it is important that Learning support staff meet the child in the primary setting and to work with them on a number of transition days prior to starting in the following September. For SEND students, there is no set number of transition sessions, as we want the student to feel confident and part of the Academy from their first visit, as it is a very nervous time for your child.

Before starting at the Academy, we ask parents of the Year 7 intake to join us for two open evening on Wednesday 15th June 2022 and 22nd June 2022. During these sessions, we are able to discuss SEND needs with parents prior to them starting in September 2022

If a student transfers in or out of the Academy mid-year, other than at the end of Year 11, we work with either the previous or receiving school to ensure that continuity occurs within SEND provision. Records are transferred between both schools and provision is implemented, allowing the student to settle within their new environment.

After the student has started in year 7, we use the following methods to identify whether a student has SEND or not:

- Assessing their attainment and their abilities to learn through Cognitive ability Tests (CATs), GL English, Maths and Science Assessments and the ART reading Assessment. This allows us to identify if a student has an undiagnosed or un-met need
- Students at the end of Year 6, usually sit the National Assessments (SATs) , but not in 2020 or 2021. Some pupils in the current Year 9,10 and 11 may have been identified as SEND because of their performance during the SATs at the end of Key stage 2 in 2020 and 2021, this was not the case.
- Assessment throughout the year in each subject identifies which pupils are not keeping up with the pace of the curriculum. There may be many reasons for this. The subject leader or class teacher alert the Learning support if they are concerned about a pupils' attainment or progress.

In most instances, it will be the subject teacher who identifies an emerging learning need. When this is the case, the SENCo will discuss their observations and concerns with the parents/carers. Further assessments can be carried out in the academy, to identify the specific challenges and next steps for the young person, whether that be communications needs, specific learning difficulties, speech and language support, physical, social, emotional or mental health needs. The SENCo will include the student, parents and Head of Year to plan the next learning steps for the young person.

How will I raise concerns if I need to?

Parents/Carers can raise concerns regarding SEND via telephone, email or arrange a meeting with a member of the SEND Team or the young person's head of year.

The people available to support parents/carers regarding concerns are

Named Person	Role
Miss M Iddon	SENCo (temporary)
Miss D Robert-Jones	Head of Year 7

Mr J Read	Head of Year 8
Mr D Eastwood	Head of Year 9
Miss A Gribbin	Head of Year 10
Ms E Wolstenholme	Head of Year 11
Ms H Fitzwilliam	Head of Year 12 and 13

How will Morecambe Bay Academy support my child?

Person	Role
Subject teacher	<p>They are responsible for: Adapting and refining the curriculum to respond to the strengths and needs of all students. Checking on the progress of the young person and identifying, planning and delivering any additional support.</p> <p>They contribute to the development of personalised learning plans to prioritise and focus on the next steps required for the young person to improve learning.</p>
Head of Year	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Record, monitor and improve the quality of pastoral care in the year group • To co-ordinate with form tutors, the monitoring and academic progress of individual students • To manage and organize the effective day to day pastoral care of students including liaising with outside agencies • To support in the analysis of progress data and respond to identified barriers to learning and developing effective interventions
SENCo	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating provision for young people with SEND, developing and implementing the Academy's SEND policy. • Ensuring that Parents/carers are: <ul style="list-style-type: none"> - Involved in supporting their child's learning and assessment - Kept informed about the range and level of support being offered to their child - Include in reviewing how their child is doing - Consulted about planning successful transitions to a new year group or school - Liaising with a range of agencies outside of the academy who can offer advice and support to help children overcome their barriers to learning - Providing specialist advice and facilitating training to ensure that all staff are skilled and can confidently meet a range of needs

Principal Mrs H McClurg	She is responsible for the day-to-day management of all aspects of the Academy, including the provision for young people made with SEND.
SEND Governor	They are responsible for supporting the Academy to evaluate quality and impact of provision for young people with SEND across the Academy.

How can I find out how well my child is doing?

We develop positive relationships with parents, allowing them to consult with Heads of Year, Subject teachers or the SENCo via the telephone, email or through a meeting, regarding progress, pastoral and SEMH needs.

Parent's Evening is held annually so that parents/carers can discuss their child's progress and share any comments/concerns that may have with the head of year.

We believe that the child's education should be a partnership between the academy and parent/carers. It is important, to keep communication channels open, with regular discussion regarding SEND, through termly review meetings, which ensure that all the student's needs are being met.

Several students have been placed on the Special Educational Needs and Disabilities register, a personalised learning plan will be written, with individualised targets that meet their specific needs. These are written and reviewed on a termly basis, following discussions with the student, parents/carers and Head of Year. If the student is subject to a CAF, reviews will take place every six weeks dependent on need and actions required, along with the parents and other professionals.

Parental views regarding SEND are collated via a questionnaire twice yearly, analysed by the SENCo, with any actions further actions regarding practice, systems and communication being incorporated into the departmental action plan.

Throughout the year, parents are given opportunities to participate in their child's education, through supporting at home through sharing a book, supporting with homework and providing extra-curricular experiences.

What do we do to consult and involve students in their education?

- We consult students via pupil voice regarding their Special Educational Needs and how the Academy support these. We use different data collecting methods, such as questionnaires, 1 to 1 sessions and group discussions to gather the required information. The data is collated, analysed and used to support the formulation of the departmental action plan. The students have an active role in making decisions regarding practice within academy regarding Special Educational Needs.
- At Morecambe Bay Academy, we value and celebrate each student being able to express their views on all aspects of school life. This is usually carried out through the Student Council, which has an open forum for any issues or viewpoints to be raised.
- Pupils are invited to attend and contribute to their termly and annual reviews, allowing them to discuss what has gone well and areas which they feel could be improved, to allow them to be further included to the life of the academy.
- We promote Pupil-centred meetings, which allow the young people to have a voice regarding the decisions that are being made about their individual needs and their futures.

How will the Curriculum and teaching methods be adapted to meet my child's needs?

As an Academy, we are committed to giving all young people every opportunity to achieve their very best. We do this by offering a wide, balanced curriculum that is differentiated by subject teachers to support the specific needs of the students in their classes.

Work within the class is pitched at an appropriate level allowing students access to learning based on their individual needs. Typically, this could mean that during lessons, that 3 different levels of work could be set for a particular class. However, work could be differentiated to meet the individual needs of a particular student throughout a specific lesson. The benefit of this type of differentiation allows all young people access to a lesson, whilst learning at their appropriate level.

Adaptations that we make for

- Adapting the curriculum to ensure all pupils are able to access it for example, setting, teaching style, utilising TAs (Teaching Assistant) within lesson, smaller group teaching and providing interventions which are personalised to the needs of the individual student.
- Use of learning aides such as laptops, coloured overlays or paper, visual timetables, reading pens and microphones.
- Quality First teaching within the classroom for example think time, visual as well as verbal clues, prompts, sentence starters, reading instructions aloud, producing resources in braille and staff using BSL to sign for individual students.
- Changing facilities for pupils with disabilities
- The Learning Support department and the Phoenix Hub are specialist areas of the where extra support can be provided in a range of ways.

What do we do to assess and review students' progress towards outcomes?

Through the assess and reviewing process, we consult our students via pupil voice regarding their classes, subjects and interventions. This is collated via discussion, questionnaire, review sheet and participation in both termly and annual review meetings, along with parents and carers. The students have access to the SENCo to discuss aspects of their education that are worrying them and the opportunity to work in partnership with her and her team to find a solution, which allows the student to participate in learning, as well as achieving.

Both Students and Parents/carers have access to provision map, which allows them to look at and review the student's individual education targets at home, allowing them to work together on aspects of these. Providing the opportunity to add feedback regarding these and feeding into the termly review process.

Following the four-step cycle: Assess, Plan, Do, Review, if students are not making progress, a cause for concern will be raised with the SENCo who then co-ordinates additional resources and supporting professionals as and when required. Additional SEND meetings will be arranged to share new information, progress and strategies with parents/carers and all professionals involved. This process may require a personalised learning plan to support the intervention and progress of the individual young person.

Additional adults are used flexibly to support groups or individual young people to reach their individual learning goals and their full potential. Monitoring also takes place in order to ensure that the young person does not become too reliant on the support.

How are decisions made about the type of, and how much support will my child receive?

Morecambe Bay Academy has a budget for SEND which is calculated and allocated by Department for Education each financial year. This money is used to provide additional support or resources for those students with the greatest need. SEND has an action plan, outlining all area of need across the academy, which then supports the formulation of the Academies Action plan. Additional provision will be made available if reviews and assessments identify that the young person is not making expected progress. There is a variety of support available which may include: small group work, individual intervention programmes, specialist input from professionals, such as the educational psychologist or speech and language therapist, specialist software for laptops, iPad or other alternative recording devices.

Following discussion with yourself, as parents/carers, the SENCo and other key staff in our Academy, it is agreed that the Academy cannot meet your child's needs through the existing resources allocated to us, an application may be made to the local education authority for an Education, Health and Care plan (EHCP) Details of the application process can be located on the Local Offer website.

Funding	What is it?
AWPU – Age Weighted Pupil Unit	Age Weighted Pupil Funding (AWPU)- The majority of the funding distributed to the school is through AWPU funding. The level of funding is led by the number of full-time pupils on roll at the Academy on the January Census
SEN Support	Notional SEND Budget
Education Health and Care plans	Funding attached to banding for young person with an Education Health and Carew plan

How will our Academy help to support your child's learning?

As well as daily lessons within school time, the teachers will send differentiated homework home with students. This is a great opportunity for parents to support their child's learning and to see the level of work they are accessing. If you do not understand aspects of their homework, please do not hesitate to contact the Head of Year, Subject teacher or a member of the learning support team.

Homework could be paper based, or it could be a task set up online using program, such as Lexia. Each student will be given log in details for the websites that are appropriate to them.

If a child requires specialist equipment at home to support their learning, the SENCo can help parents make the appropriate contacts with the local authority. If outside agencies have been also involved, further suggestions and advice may be provided that can be used at home.

What is our approach to teaching pupils with SEND?

Type of intervention	What is on offer?
Behavioural	<ul style="list-style-type: none"> • Anger Management • Starving the anger gremlin • Teen anger workbook • Volcano in my tummy

One-to-one	<p>Student receives intensive tuition to close gaps</p> <p>English</p> <ul style="list-style-type: none"> • Toe by toe • Catch up/Fast Track phonics • Word wasp • The Hornet Literacy Primer • The comprehension box • The English skills box • Rainbow writing • Better reading • Pathways to spelling • Grammar Hammer • No nonsense Spelling • Lexia • Cracking comprehension • Nessy • Closing the gaps • Snip literacy • Fast forward grammar <p>Maths</p> <ul style="list-style-type: none"> • Power of 2 • Perform with times tables • Precision teaching • The numeracy box • Focus Maths • Maths best start • Talking Maths • Numeracy passports • Can you convince me • Reasoning and application in Maths • Mad minutes • Concept cartoons • Talking Maths resources • Rapid Maths <p>Fine and gross motor skills</p> <ul style="list-style-type: none"> • Handwriting • Gross motor skill development • Developmental dyspraxia • Occupational Therapy support • Fine motor skills development
Classroom-based	<ul style="list-style-type: none"> • LSA supporting students to develop independence and resilience • Teach social skills • Develop understanding of rules
Social, emotional and wellbeing	<ul style="list-style-type: none"> • Lego therapy • Talkabout • Starving the anxiety gremlin • Starving the stress gremlin • Starving the depression gremlin • Starving the exam stress gremlin • Be a jellyfish • Improving self-esteem • Fiddle toys • Counselling – CBT, REBT, DBT, Art Therapy and Play therapy strategies • Mentoring (assertive) • Nurture • ELSA support • Daily check-in • SEAL • Social stories • Learning to become socially talented children • Life skills • Boxall Profile strategies • Circle time

	<ul style="list-style-type: none"> • Feelings and emotions • Social skills • Teaching self-regulation • Alternative provision unit • Games club • Lunchtime and break time support
Peer tutoring	<ul style="list-style-type: none"> • Cross age tutoring • Peer assisted learning • Reciprocal peer tutoring
Metacognition and self-regulation	<p>Forethought and Planning Analysing the learning task Set goals towards completing the task</p> <p>Performance and monitoring Using strategies to make progress in the learning task Evaluate the effectiveness of the strategies Monitor motivation for completing the task</p> <p>Reflection on Performance Evaluate performance on the learning task Manage the emotional response to the learning process</p> <p>Other Strategies used Learning and thinking journals KWL Charts Mnemonics Exam wrappers Metacognitive talk Reciprocal teaching Reflective thinking Use methods that encourage active participation including use of problems, case studies, role play, props, story, visual or electronic aids to help</p>
homework	Homework club (after school)
Speech and Language support	<ul style="list-style-type: none"> • Individual SALT programmes • Socially speaking • Time to talk • Language for thinking • Language steps

**How will the Academy support your child's overall well-being?
How do we improve emotional and social development including extra pastoral support arrangements for listening to the views of students and measures to prevent bullying**

The well-being of your child is central to the ethos of the academy, our open -door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Morecambe Bay Academy to provide a happy, safe and caring environment. We are an inclusive Academy; we welcome and celebrate diversity. All staff believe that students having high self-esteem is crucial to a young person's well-being. We have a caring and understanding team looking after our students.

Morecambe Bay Academy has a policy regarding the administration and managing of medicines on the school site. If your child has a medical need then please notify the Head of Year or SENCo, as soon as this need has become apparent. In some cases, a health care plan may need to be prepared in the consultation with you and appropriate medical practitioners to ensure that we can fully support your child. On a day-to-day basis the Staff generally oversee the administration of any medicines, as well as number of staff trained in first aid.

We recommend that all students with asthma have an Asthma plan in whilst at the Academy, to ensure that doctor's advice are followed – these are written by your child's GP or asthma clinic.

As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

Every child's attendance and punctuality monitored closely so that we know of all students are accessing school and learning.

As an Academy, we view any form of bullying, as a very serious issue and we work closely with our students to prevent it from occurring. We will not allow it to become a barrier to learning or have serious consequences on a young person's mental health. Our philosophy is to effectively prevent it from occurring and to tackle it, in order to create a safe, disciplined environment where pupils are able to learn and reach their full potential.

We use the following prevention strategies:

- Discussing the issue, as part of the assembly programme, as well as part of broad and balanced curriculum
- Participating in National Projects, such as anti-bullying week
- Treating everyone with respect
- Involving parents, ensuring they are clear that bullying is not tolerated in the academy and what procedures to follow if they believe their child is being bullied.
- Involve the students to regularly evaluate and update the academy's approach to bullying
- Openly discuss differences between people that could motivate bullying
- Provide effective staff training
- Working with the wider community
- Strategies to allow students to report bullying easily
- The creation of an inclusive environment

Social skills and enhancing self-esteem	Small group support Mentoring Pastoral support Behaviour Support Mentor Social skills group Social stories SEAL Circle time PSHCE lessons.
Mentoring activities	Heads of Year Mentoring programme Forest Schools
Reduce anxiety and promote well being	Visual timetable Transition support, visits and events Communicate with parents Personalised programmes Starving the anxiety gremlin Lego Therapy, 1:1 social groups co-operation games.
Support and modify behaviour	School's rewards and sanctions as set out in the School's Behaviour policy Personalised behaviour plans Pastoral mentors Intervention programmes – volcano in my tummy Starving the anger gremlin

	Lego Therapy, 1:1 social groups co-operation games
Personal and Medical care	Care plans for children with individual medical needs Liaison with medical professionals: Asthma Nurse and Diabetes Nurse

Which Outside Agencies do we work with?

Morecambe Bay Academy works with a wide range of external agencies to seek advice and support from, to ensure that the needs of our students are fully understood and met. These include:

Access to Medical Intervention	<ul style="list-style-type: none"> • Use of individualised Care Plans • Referral to School Nurses • Referral to Children's Psychology Services • Referral to Health and Wellbeing Service • Referral to Paediatrician • Referral to Speech and Language Services • Referral to Occupational Therapy
Liaison/Communication with Professionals/Parents	<ul style="list-style-type: none"> • Attendance at meetings and preparation of reports • Regular meetings as required • SENCO available at parents evenings • Sensory Support, Behaviour Consultants and other outreach support visit to support individual children as and when required
Speech and Language Service https://www.uhmb.nhs.uk/our-services/services/paediatric-hospital-and-community-services/integrated-childrens-nursing-and-therapy-team/childrens-speech-and-language-therapy	<p>The Children's Speech and Language Therapy service in Lancaster and Morecambe provides specialist assessment, diagnosis, treatment and management of communication difficulties for children and young people aged 0 to 16 years old. We may occasionally see slightly older children.</p> <p>The Children's Speech and Language Therapy service is for children with speech, language, communication and/or eating and drinking difficulties.</p> <p>This might include:</p>

	<ul style="list-style-type: none"> • Children who are taking longer than expected to learn to talk • Children with limited vocabulary, who struggle to form sentences, or who get their words and sentences muddled up. • Children who find it difficult to understand what others are saying. • Children who struggle to communicate socially with others. • Children who struggle to say certain sounds or make themselves understood. • Children who stammer. • Children who have problems with their voice. <p>Anyone can refer a child to this service by completing the referral form. This includes Health Visitors, GPs, Medical Consultants, teachers and parents.</p> <p>If you are worried about your child's speech and language you can come to our drop-in sessions which are held across the area.</p> <p>The main things that are addressed at the drop in clinics include: mild to moderate issues with speech clarity (speech sounds), early language delay (2 - 3 years), stammering (children up to age of 7), quality of voice, dribbling / drooling.</p> <p>If your child has more significant speech and language needs then they should be referred for initial assessment at one of our clinics. This may be for significant concerns with clarity of speech, significant concerns with understanding and/or use of spoken language, social skills / interaction, feeding / swallowing, stammering (8 years+), attention and listening.</p> <p>You do not need to go to your GP to get a referral. It is useful for us to have</p>
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	<p>information from your child's nursery / school, or Health Visitor.</p> <p>We do not accept referrals for:</p> <ul style="list-style-type: none"> • A language delay in a child with learning difficulties where language is in line with their general learning abilities, and whose needs can be met and managed within their school provision. • Where there are concerns regarding English as an additional language, but where there are no concerns about the development of their first/home language. • Children with ASD (Autistic Spectrum Disorder) diagnosis whose language and communication can be managed/facilitated appropriately by other people around them. • Children who use only British Sign Language to communicate, where no language difficulties are evident. • School-age children needing an assessment for an opinion as to their need of an ASD diagnosis. These children will be assessed through a team co-ordinated by Lancashire Care. • Children with a GP outside of Lancaster and Morecambe, other than in specific individual circumstances. • Children with concerns about their voice quality, who have not been assessed by ENT (Ear, Nose and Throat) to check if there are any underlying medical reasons causing the changes to their voice.
<p>School Nurse</p> <p>Virgin Care Services limited on behalf of Lancashire County Council</p>	<p>School nursing contributes to better outcomes for children and young people with special educational needs and disabilities and their families by:</p>

<p>Contact number – 0300 347 0040</p> <p>Email – VCL.019.SinglePointOfAccess@nhs.net</p>	<ul style="list-style-type: none"> • Improving the emotional and psychological well-being of children, young people and families; • Closing the gap in outcomes and reduce health inequalities for children, young people and families in vulnerable groups • Improving the experience of children, young people and their families/carers using the services • Contributing to the wider health & wellbeing outcomes <p>School nurses will undertake the following activities:</p> <ul style="list-style-type: none"> • To lead on the co-ordination and delivery of the Healthy Child Programme 5-19 offer. • To act as named school nurses for school and settings. • To support vulnerable families and those needing extra support. • To use specialist skills to protect children and young people. • Provide public health advice, health assessments, health screening, guidance and support to children and young people, involving their families, carers and educational staff as required. • Ensure children have a smooth transition into school throughout all transition phases • To work in partnership with local communities including schools to build community capacity. 3 • To have clear participation with children, young people and families at an individual and public level <p>On-going support is provided for children and young people under the 'universal plus' and 'universal partnership plus' programme</p> <p>School Health Needs Questionnaire carried out by pupil in year 9</p>
<p>Chat Health Service</p>	<p>Advice for Teens in East and Central Lancashire</p> <p>Text: 07507 330 510</p> <ul style="list-style-type: none"> • Organisation: Virgin Care • Service: East and Central Lancashire school nursing service • For: Young people aged 11-19

	<p>The service is available Monday to Friday 9am to 5pm (except Bank Holidays)</p> <p>The service aim to respond to all messages within 24 hours</p>
<p>Lancashire and South Cumbria Child and adolescent Mental Health Services (CAMHS)</p> <p>https://www.lscff.nhs.uk</p>	<p>Within CAMHS, you can gain support from</p> <p>Psychiatrists</p> <p>Mental Health Practitioners</p> <p>Clinical Psychologists</p> <p>Family Therapists</p> <p>Nurses</p> <p>Art Therapists</p> <p>Play Therapists</p> <p>Cognitive Behaviour Therapists</p> <p>ADHD Specialists</p> <p>They are based at Lancaster and Morecambe - Ross Children's Centre, Euston Road, Morecambe, LA4 5LE. Tel: 01524 834140</p>
<p>Community Paediatrician</p> <p>https://www.uhmb.nhs.uk/our-services/services/paediatric-hospital-and-community-services/community-paediatric-neurodevelopmental-service</p>	<p>We are a team of doctors who specialise in assessing and managing children and young people (0-19 years) who have developmental problems or disability and are registered with a north Lancashire GP.</p> <p>The team work closely with other health professionals such as GPs, therapists, nurses, health visitors, hospital doctors, psychologists and mental health workers as well as staff from other agencies such as education and social care.</p> <p>We provide the following services for Children and Young people with additional needs:</p> <ul style="list-style-type: none"> • Pre-school service for children where there are concerns about delayed or atypical development including neurological conditions,

	<p>cerebral palsy, complex neuro-disability, syndromes with associated developmental difficulty such as Down`s syndrome, social communication problems including Autism</p> <ul style="list-style-type: none"> • Medical assessment & advice for Education Health & Care Plans for children with identified special educational needs • Liaison & advice for children with medical conditions under review by our service • Medical assessment & advice for Children Looked After or undergoing Adoption • School age service for children attending special schools as required • School age service for children with Autism already known to our service • <p><i>Referrals can be made from health professionals including GPs, Health Visitors, School Nurses, Psychologists, Hospital Doctors, Community Nurses, Therapists, educational psychology, children`s social care & specialist teachers. This service does not accept self-referrals.</i></p> <p><i>If you think your child may need our service, please discuss this with any of the professionals listed above who will be able to advise you & make a referral if appropriate.</i></p> <p>The service is community based and delivered from Longlands Child Development Centre, with satellite clinics in the wider community. Other services such as paediatric therapy, psychology & our specialist health visitors are also located at Longlands Child Development Centre.</p> <p>Longlands Child Development Centre Westbourne Drive Lancaster</p>
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	<p>LA1 5EE Telephone: <u>01524 519710</u></p>
<p>Occupational Therapy</p> <p>https://www.uhmb.nhs.uk/our-services/services/paediatric-hospital-and-community-services/integrated-childrens-nursing-and-therapy-team/childrens-occupational-therapy</p>	<p>Occupational therapists in our team support children and young people to participate as fully as possible in the activities of everyday life (occupations), to become as functionally independent as possible, and to interact with their environment so they can play and learn. Occupations in childhood include:</p> <ul style="list-style-type: none"> • Self-care activities e.g. getting dressed, eating a meal, using the toilet • Productive occupations i.e. the activities children/young people do at nursery/school/work or as volunteers • Play and leisure activities e.g. playing with friends, doing sports and hobbies • Providing readily-available information and advice • Working together with families and involved professionals in different settings • Offering groups for children and young people, families and professionals • Contributing to Educational Healthcare plans and transition planning • Providing direct therapy with the child/young person individually or in a group when needed. • Providing advice and recommendations for specialist equipment (such as adapted cutlery, writing aids and specialist seating) • Providing assessment and recommendations for minor or major adaptations in the home environment <p>We recognise that children/young people may require different levels of</p>

	<p>service provision at different times as their needs change.</p> <p>Before considering a referral to the occupational therapy team we would like you try the relevant self-help advice and strategies' with the child/young person for developing skills in their everyday occupations. These can be found at https://www.nhsggc.org.uk/kids/kids-zone/.</p> <p>We would advise you to complete the most relevant interactive questionnaires. These are designed to enable you to check the child's progress at particular stages of development. The results provide you and the child with a downloadable guide for you and the child to work on particular areas of development. These can be found at https://www.nhsggc.org.uk/kids/child-development/interactive-child-development-questionnaires/</p> <p>If you still wish to a make a referral, please read the referral guidance in the drop-down below and <u>complete the referral form</u>. The referral must be made by a healthcare or educational professional and should be by the person who has the concern and knowledge about the child/young person.</p> <p>If you would like more information about our service, please contact the therapy team office on <u>01524 591671</u>.</p>
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Other support Services	
<p>Barnados- Morecambe Bay Mental Health Team</p>	<p>Early intervention support for Emotional Health and Wellbeing in Education settings.</p> <p>Services supporting young people's emotional health and wellbeing, from one-to-one counselling to group work and school-based programmes. Barnados have centres where children can visit and have a trained worker they can trust and talk to. We help them build their confidence and get to the root of their difficulties.</p>

<p>Sands Psychology</p> <p>Maria Lyon</p>	<p>Providing Educational Psychology services to schools and academies</p> <p>Supporting schools in identifying pupils with SEND and mapping provision at a whole school level</p> <p>Providing Educational Psychology consultation regarding individual pupils whom school are finding challenging to meet their needs.</p> <p>Writing Educational Psychology Reports for Pupils Assessed</p> <p>Supporting schools to develop personalised programmes and interventions for particular pupils Providing training to child and education providers and parents, for example on child development, autism and nurture</p>
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How will Morecambe Bay Academy help my child move to new groups?

We arrange for your child to attend a number of induction days which allows them to get to know staff and make friends with other students in their forms, along with transition evenings for parents/carers. If your child has a SEND, they will be apprehensive as they transfer from a small primary school to large secondary academy and we can arrange for extra transition sessions, where you can get to know the learning support team, who will be helping you during lessons and throughout the day. Also, members of the team can visit you in primary school and see how you learn in that environment.

For some students, it may be necessary to transfer from our Academy to a specialist setting or an alternative provision, either on permanent or a preventive placement, we will ensure that prior to the student starting they will have numerous visits, to ensure that they are being placed in the correct setting and staff have prior knowledge about them before starting. We also like the receiving school, to visit them at the Academy, so they get to meet the new staff in a familiar setting, in which they feel safe.

It is important to liaise with all schools that are receiving or transferring students, ensuring that all SEND paperwork is passed on and discussed with the next setting prior to their transition taking place. We also ensure that all documentation is signed for by the receiving school and that a copy remains on file, in the archive until the student's 30th Birthday has occurred. All SEND students have reviews discussing their possible transfer to post 16/18 provision and this involves external agencies including the disability transition team, employment support services and college providers. Some students will progress on to the post 16 provision at Morecambe Bay Academy, other will progress on to courses at Lancaster and Morecambe College and we arrange visits, meet with tutors and other key staff to ensure a smooth transition.

For Post-16 education, we work closely with local colleges, to provide information, support and guidance on what they offer for SEND students, with or without an EHCP in their settings.

Local colleges are invited into talk to students, visits are arranged and as part of the careers programme, other options such as apprenticeships and work are discussed with each young

person. Students who have an EHCp, will formulate a careers plan, as part of the annual review from year 9.

The SENCo works closely with the learning support departments within local colleges, to ensure a smooth transition from Secondary to Post-16 education. Both settings will facilitate a number of transition visits, which allow the young person to become familiar with the campus, the subjects and staff. The number of visits is dependent on the individual needs of the student. During a handover meeting, both settings SENCo's meet to ensure that all information is transferred from one establishment to another, this includes SEND files, details regarding provision and information regarding access arrangements for exams.

What Extra-Curricular Activities are available for my child?

All students are included in all parts of the Academy's curriculum and we aim for all students to be included on school trips. 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 & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All students have access to extra-curricular activities and they are differentiated to meet the individual needs of the student.

Extra-Curricular Activities offered by learning support for all students in the academy

Craft club – to improve social skills and motor skills, allowing the student to make things to take home that they have produced

Board games – which allows the students to develop their social skills in a supported secure classroom

Computer club – access to Learning support computers at lunchtime to improve hand/eye co-ordination, improving keyboard skills and complete work

After School homework club – to support student with going through their homework of which they are unsure of and receive extra help with it they may require.

Boccia Group – which encourages and improves social skills, hand-eye and motor skill co-ordination

Games Club – Top trumps which allow students to develop their social skills in a supported environment, also to improve reading skills when reading the data out

Drama Club – to develop student's resilience and self-confidence. It allows them to learn and engage with the world around them.

Lego club – which allows the students to develop their social skills in a supported secure classroom

Sign language club – to learn a new skill, whilst developing resilience and communication skills

Paired reading – to develop a reading partnership between peers and to develop social skills whilst improving fluency, comprehension and understanding

Other Extra-curricular activities offered across the Academy

- Art
- Choir
- Dance
- Drama
- Drums
- football
- Guitar
- Homework club
- hockey
- keyboards
- Music
- Netball
- Reading
- Running
- Rugby
- Table tennis
- Wellbeing
- yoga

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

Staff Qualifications

The SENCo is a qualified teacher, who has experience of working in primary, secondary, alternative provision, Sixth form college and SEMHD settings. She holds the National Award for SENCo's and has a master's degree in SEND, with a focus on Social, Emotional and Mental health difficulties. She has worked as a SENCo for the last years and participates in mentoring new SENCo's in their roles. Her CPD portfolio includes courses on CBT, Child psychology, counselling, anxiety management, Speech and Language, mental health and Emotional intelligence, these have been completed at range of levels from level 2 to 7.

We have an Emotional Literacy Teaching assistant, who has been specially trained by educational psychologists to support the emotional development of students in the Academy. They provide time and space for students to think about their personal circumstances and how they manage them.

We have a teaching assistant trained in nurture techniques, in which students spend time in the nurture provision and in their main class groups. There is a great emphasis language development, communication, nothing is taken for granted and everything is explained. They are supported by role modelling, demonstrations and the use of gesture when appropriate.

Three of the teaching assistants hold qualifications in BSL, with two currently studying for Master's degrees in communicating through the use of BSL. Along, with 1 Teaching assistant studying psychology at the same academic level.

Seven staff have qualifications at Bachelor degree level, with one having trained in drama and experience of working in schools teaching drama techniques to young people.

Staff Training

- The Academy provides training and support to enable all staff to improve the teaching and learning of our students including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

How do staff evaluate the effectiveness of the provision of pupils?

Through a reflective ethos, we continuously ensure the provision has a positive impact on the outcomes for all of our students. The progress of students with SEND is monitored by both the subject teacher and the SENCO using both summative assessments and the day-to-day informal assessments that are made during lessons. This information regarding progress is then used to evaluate the effectiveness of the support that is given. We will also gather information from the student, parents, carers as well as professionals from other agencies.

It is of the upmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. Review meetings are held with the SENDCo and class teacher every term, in addition to regular informal discussions with all staff.

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term
2. Reviewing the impact of interventions each half term
3. Using pupil questionnaires
4. Monitoring by the SENCO/SLT/Governors
5. Using provision maps to measure progress
6. Holding annual reviews for pupils with an EHC plans
7. Performance management targets
8. Book Scrutiny and learning walks

With the permission of parents, we may seek additional advice from outside specialists. This extra advice may come from health professionals, specialist teachers or educational psychologists.

They would:

- Carry out further activities to show what the student finds easy and what they may need specific help with
- Provide advice to schools on how to best support the student
- Suggest resources (things) that would help the student make progress

What do I do if I wish to make a complaint?

Pupils, staff and parents are expected to listen carefully and respectfully to each other.

Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's subject teacher, Head of year or SENCo to seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the Schools Complaints Procedure is available on request from the office or on the Academies website.

How do we support pupils who are looked after by the LEA?

- We promote a culture which takes into account the views of the young person
- Provide a PEP (Personal Education Plan) which is reviewed termly with carers, LEA and other key agencies
- Provides Pupil Premium Plus, which is individually tailored to the needs and strength of each student
- Relationship built with appropriate adults and peers
- Use an emotionally intelligent approach
- Build the young person's self-esteem
- Relate to the student's interests
- Joined up team approach
- Child-centred approach

How accessible is our school?

The building is on two levels with ramped access via the front door and other entrances around the school. Internally, we have lift provision to ensure students are able to access the second floor. We have disabled toilet provision and we provide specialist equipment as required on an individual basis to allow access the curriculum. Our accessibility plan identifies areas of the Academy, that require reasonable adjustment to allow access to all students with additional needs.

What do we do to admit a student with a disability?

All admissions to Morecambe Bay Academy are co-ordinated by Lancashire County Council. This is the case for both in-county and out-of-county applications and also for In-Year Admissions and standard Primary to Secondary admissions.

Lancashire County Council has a web portal specifically for school applications and this can be found by clicking the link below:

<http://www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place.aspx>

- We offer an informal tour/visit around the academy to the young person and their parents
- For young people with complex and specialist needs, we offer a transition meeting between the young person, their parents and the SENCO/additional learning support team, which includes the SENCO/additional learning support team from the young person's previous setting
- We ensure you have any SEND paperwork for the child or young person from any previous setting

Should you wish to look round our excellent facilities, please contact the SENCo, by telephoning the academy on 01524 410207. She will be delighted to arrange a mutually convenient date and time.

What steps do we take to make sure that disabled students are not treated less favourably than other students?

We are an inclusive Academy, who makes reasonable adjustments to ensure that all students can participate in their education and enjoy all the facilities that the Academy provides. It is our duty to make reasonable adjustments to avoid putting disabled students at a substantial disadvantage compared to their non-disabled peers. This applies to all our provision, criteria, practices and every aspect of the Academies daily operation.

What facilities are there at Morecambe Bay to help disabled students to all areas of the academy?

We have the following facilities to allow students to access all areas of the academy

- Access ramps
- Smooth surfaces
- Lifts
- Medical room
- Disabled access toilets
- Large print and braille worksheets
- Appropriate lighting
- Information in audio format
- Visual presentations
- Quiet rooms
- Sensory room
- Changing places
- Assistive technology
- Changes to teaching and learning arrangements
- Braille-translation software
- Text-to-speech software
- Interactive whiteboards

What is the plan prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for increasing the extent to which disabled pupils can participate in the school's Curriculum?

For further details about the Academies' Accessibility Plan:

<https://morecambabayacademy.co.uk/wp-content/uploads/2019/04/MBA-Accessibility-Plan-2021.pdf>