

## Balby Carr Community Academy

### Brief description of the school

- Balby Carr Community Academy is a larger than average secondary school.
- Balby Carr is an 11-18 Academy serving the districts of Balby and Hexthorpe.
- The academy converted to become an academy school in the Wakefield Cities Academy Trust on 1st November 2013.
- Number of pupils on school roll: 1158.
- Of which, number on roll in 6th form: 251
- The proportion of disadvantaged students supported through the pupil premium is larger than the national average. (The pupil premium is additional government funding to support students who are known to be eligible for free school meals or are in the care of the local authority.)

### How we identify if your child may need additional help and/or has special educational needs (SEN)

- Through a Y6 transition programme with primary schools within the Balby and Hexthorpe Pyramid, information regarding students is shared. Students who have additional help and/or a special educational need are identified.
- The progress of students is tracked through data captures and use of 4 Matrix. Tracking of data enables the identification of students who may need additional help and/or students who have a SEN.
- In regular data review meetings, students who may need support because of a SEN, are identified.
- A SEN referral form can be completed and submitted to the SENCO, if teaching staff and/or care and guidance staff have concerns regarding a student.
- Parents/carers can contact the SENCO directly to raise any concerns.

### How we involve parents and carers in meeting the needs of their child and in whole school developments

- Parents/Carers are invited to attend and be involved in the assess, plan, do, review cycle.
- Parents/Carers are invited to attend and be involved in annual reviews. Family views requested and shared.
- Parent questionnaires are issued to parents/carers of SEN students.
- The SEN team attends Option Evenings to support SEN students and their parents/carers.
- Parents of students with a particular SEN are asked to contribute to staff training.
- SEN key workers assigned to high need SEN students.
- Interpreters are employed to interpret during reviews for SEN/EAL students.
- Parents/carers views are sought in updating SEN related policies.

### How we will involve your child in the planning and review of their support

- Attendance at annual reviews.
- Attendance at assess, plan, do, review meetings.

- Completion of one page profiles.
- Completion of pupil passports.
- Key worker support.
- Careers interviews offered.
- Links with post 16 provision for transition at the end of Year 11.
- Contributions to staff training sessions which relate to SEN.

### How we match the curriculum, teaching and learning approaches if your child has SEN

- SEN need type identified.
- SEN recorded on whole school seating planner.
- Seating plans to meet needs of SEN students.
- Differentiation within lessons.
- Different learning techniques employed within lessons – visual, auditory, kinaesthetic.

### How we provide additional support if your child has learning needs

- Intervention programme to support – literacy, reading, numeracy.
- Lexia computer based literacy support – accessed at school and home.
- IXL computer based numeracy support – access at school and home.
- Teaching assistant support in faculties.
- Small nurture group provision within faculties.
- Dyslexia and dyscalculia screeners – specific learning difficulties intervention groups.
- Coloured reading rulers, fiddle objects, writing frames, specialised rulers provided as required.
- Differentiated lessons.
- Exam access assessments.

### How we provide additional support if your child has social and communication needs

- ASD teaching assistant.
- ASD support group.
- Work closely with Autism Specialist Teacher.
- Safe haven identified.
- Safe staff identified.
- Reasonable adjustments to behaviour policy and behaviour reports.
- Reasonable adjustments to isolation procedure.
- PEEP (personal emergency and evacuation plan) in place as required.
- Aiming High referrals for students on the autistic spectrum.
- Travel training programme for students on the autistic spectrum in conjunction with ASCETS.
- Signposting to local offer and events within Doncaster

### How we provide additional support if your child has physical, sensory and/or medical needs

- Accessibility plan in place and reviewed every 3 years.
- Health care plan in place.
- PEEP (personal emergency and evacuation plan) in place as required.
- Work closely with Visually Impaired Specialist Teacher.
- Visually Impaired Specialist Teacher support.
- Visually Impaired Specialist Teacher touch type lessons.
- Work closely with Hearing Impaired Specialist Teacher
- Hearing Impaired Specialist Teacher support.
- Hearing Impaired Specialist Teacher sign language lessons.
- Hearing impaired Specialist Teacher audit of facilities.
- Work closely with the therapist teams.
- Small group PE or TA support within PE.
- Aiming High referrals.
- Pupil passport produced.
- Specialist equipment provided.
- Resources adapted to meet needs.
- Liaison with Heatherwood Special School – outreach support.

### How we provide help to support your child's emotional health and well being

- Referral to school counsellor.
- Safeguarding team in place.
- On line bully button.
- Care and guidance team attached to each year group.
- Educational psychologist intervention.
- Pupil passport produced

### How we promote developing independence

- Travel training programme in conjunction with ASCETS.
- Basic skills intervention programmes.
- Encourage independence through assess, plan, do, review meetings.
- Work experience programme in Year 10 – bespoke programme for high need SEN students

### How we measure and review your child's progress against their targets and longer term outcomes

- Baseline assessments completed by subject teachers and in intervention programmes.
- Regular assessments conducted and recorded on whole school data capture.
- 4 Matrix used to track progress.
- Data capture reviewed by data team and intervention determined.
- Student placed on appropriate intervention programme and progress tracked.
- Provision maps in place and reviewed.

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

- SEND department staffed by SEND team.

- Safe haven for vulnerable students.
- Supervised break and lunch provision.
- Accessibility plan in place and reviewed.
- Specialist VI, HI and ASD teachers advise and upskill staff and audit facilities.

### How we include children with SEND in the life of our school

- SEND representatives in student panel during interview process.
- Student voice activity at the end of Y11.
- SEND sports day provided as an alternative to whole school sports day.
- SEND student receptionist.
- SEND positive role models to support younger students.
- SEND involvement on school radio broadcast.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

- Whole school training for staff delivered by specialist teachers.
- Whole school CPD regarding differentiation.
- Lesson drop-ins with SEN focus.
- Rigorous Performance Management Programme for teachers and teaching assistants.

### External support and expertise we can call upon to help us to meet children's needs

- Outreach support from Special Schools.
- ASCETS – autism team.
- VI Specialist teacher.
- HI Specialist teacher.
- SEN Team at the Local Authority.
- Educational Psychologist.
- Occupational therapist.
- Speech and language therapist.
- Physiotherapist.
- School nurse.
- JASP.
- CAMHS.
- IFSS.
- Aiming High.
- EMTAS.
- Rainbows Bereavement Team.

### How we prepare children to join our school

- SENCO involvement at Y6 assess, plan, do, review meetings.
- SENCO involvement at Y6 annual reviews.
- Student and parent visits to Balby Carr in Y6.
- Y6 transition week for SEN students.
- Whole school Y6 transition day.
- Numeracy days for Y6 students.

- One page profile and pupil passport developed with student input.
- Liaison with SEN external agencies.

### How we prepare children to move on from our school

- Careers officer present in Transition Year Group assess, plan, do, review meetings.
- Careers officer present in Transition Year Group annual reviews.
- Careers interview completed.
- Support from careers officer to complete application forms.
- SEN support plan produced to support transition.
- Further Education representatives involved in assess, plan, do, review meetings.
- Further Education representatives involved in annual reviews.
- Visits to Doncaster College organised for SEN students.

### How we deploy our resources to meet the needs of children with SEND

- SENCO in role.
- Key Stage 2/3 SEN Maths teacher.
- Teaching assistants to support SEN students in faculties.
- Teaching assistants to deliver intervention programmes.
- TA/HLTA reading intervention programme.
- HLTA to deliver literacy and numeracy intervention programmes.
- Lexia and Core literacy intervention computer programme.
- Word shark literacy intervention computer programme.
- Ruth Miskin Phonics programme.
- IXL numeracy intervention computer programme.
- Number shark intervention computer programme.
- Success maker – maths concept and skills programme.
- ASD specialist teaching assistant.
- 6th form support through paired reading and paired numeracy.

### Contacts for more information

**Head teacher/ Principal:** Mr John Innes

**Chair of Governing Body:** Jackie Bickerstaffe

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**Website:** <http://www.balbycarr.org.uk/>

**SEND Policies and SEN Information Report link(s):**

<http://www.balbycarr.org.uk/send-info/>