

Curledge Street Academy

Disability Equality Scheme and Access Plan

2016-2019

"We want to live in communities where we can participate fully and equally. We want all our children to do well at academy, to take part in all areas of academy life and reach their potential. We know that for many disabled children at academy, and disabled people in employment, this hasn't yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place"

Bert Massie
Chairman
Disability Rights Commission

Curledge Street Academy

Disability Scheme and Access Plan

3-year period covered by the plan: **July 2016 – July 2019.**

Contents

Introduction – Vision and Values

Definition of Disability / SEN Information from Pupil Data and Audit

Strengths and Weaknesses in working with disabled pupils

Views of those consulted

Management, Coordination and Implementation

Appendix 1 -Provision maps

Appendix 2 - Sample Questionnaire

Appendix 3 - Accessibility Action Plan

Introduction

This plan has been up-dated taking into account the following legislation/documents
The Equality Act 2010 (EA) replaced all existing legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.
The SEND Code of Practice 0 – 25 Years

The EA has consolidated this legislation and provides some changes that schools need to be aware of. The Bay Education Trust has four key duties under the Equality Act as follows:

The Act makes it unlawful for the responsible body of a school (Bay Education Trust) to discriminate against, harass or victimise a pupil or potential pupil:

- ❑ in relation to admissions;
- ❑ in the way it provides education for pupils;
- ❑ in the way it provides pupils access to any benefit, facility or service, or
- ❑ by excluding a pupil or subjecting them to any other detriment.

The responsible body is the Bay Education Trust. In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

This plan sets out the proposals of the Bay Education Trust to provide access to education for disabled pupils in these areas as required by the schools' duties in the Equality Act:

- ❑ increasing the extent to which disabled pupils can participate in the curriculum;
- ❑ improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- ❑ improving the availability of accessible information to disabled pupils.

Under the Act there are protected characteristics, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- ❑ sex
- ❑ race
- ❑ disability
- ❑ religion or belief
- ❑ sexual orientation
- ❑ gender reassignment
- ❑ pregnancy or maternity

It is a requirement that the academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

1A: The purpose and direction of the academy's plan: vision and values

Curledge Street Academy has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of academy life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The academy aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Definition of disability

Under the EA discrimination duties are owed to all pupils who are defined by the EA as being disabled and under the planning duties academies and local authorities have a general duty to improve the accessibility of academies for disabled pupils.

The EA defines disability as when a person has **a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities'** Some medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. **Long-term'** is defined as **lasting or likely to last, for at least 12 months.**

Unlike the DDA the EA does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the EA. It is likely that many of the pupils who have SEN and an *Education Health Care Plan* or *Statement* or who are at *SEN Support* will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the EA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

1B: Information from pupil data and academy audit

Within the current academy population of 465 pupils, there are currently 10 pupils with an Education Health Care Plan, 3 pupils with a Statement of Special Educational Need, and a further 84 receiving SEN Support on the SEN Register.

Disabled pupils currently in academy have the following needs:

- Specific Learning Difficulties (SLD);
- Moderate Learning Difficulties (MLD);
- Autistic Spectrum Condition (ASC) ;
- Social, Emotional and Mental Health (SEMH);
- Hearing Impairment (HI);
- Speech, Language or Communication Need (SLCN);
- Other Difficulty/Disability
- Visual Impairment (VI);

Previously we have also worked with pupils with Cystic Fibrosis, Cerebral Palsy and Muscular Dystrophy and Profound and Multiple Learning Difficulties. Currently all pupils in academy are mobile. We have, however, previously worked with pupils who were wheel chair users.

The academy's strengths and weaknesses in working with disabled pupils

Staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher is issued with a Learning Support File. This contains information on each pupil with special needs/disabilities and outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. This information is updated annually and issued to staff on 'Day 1' of the academy year. In addition, updated information is issued to staff as appropriate, following Annual Reviews for example. Support staff also have access to this information.

Specific training is undertaken as appropriate, although this has been more difficult over recent years due to financial constraints and covering staff. However, there is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Outreach Services, e.g. Chestnut, Mayfield & Combe Pafford
- Occupational Therapy Service
- Advisory Teachers for Hearing & Visual Impairment
- Family Support Worker
- Virtual School for Children Looked After
- Relevant NHS Services, e.g. School Nurse, Hospital Paediatrician
- CAMHS
- Children's Services

Robust systems are in place to ensure the smooth transition of pupils from CSA to Paignton Community and Sports Academy and other local schools. Liaison and the sharing of information regarding disabled pupils with an Education Health Care Plan or Statement of SEN or on SEN Support usually begins with either the SENDCo or Pastoral Care Worker from CSA collaborating with the Head of the Nurture Unit and the head of learning support at PCSA. Further meetings are then arranged during Year 6 and additional visits to PCSA during the Summer Term prior to transfer are arranged for the pupil. PCSA staff also liaise with parents and the CSA staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil. The CSA SENDCo works with the PCSA SENDCo in organising the tutor groups for the year 7 classes and special consideration is given to the placement of any disabled students.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in academy life, including extra-curricular activities and off-site visits.

All year groups have a bank of resources to ensure that all work is appropriately differentiated and accessible to all pupils. Staff training is put in place where appropriate and as need arises.

Termly provision maps are produced for each class to record any additional interventions are in place for children with special educational needs and disabilities across the academy. A whole school provision map is also available – **see appendix 1.**

Accessibility has been improved over the years and lifts and ramps have been installed to improve access across the sites. However, it is not possible for non-mobile pupils to access the mezzanine floor in the main academy (One Year 6 Class and Maths Group Room) and the upper floor of the SEN block.

Areas for Development:

- Continue to raise of awareness of **all** staff of what the DDA expects of them
- Continue to raise of awareness of **all** BET Members of what the DDA expects of them
- Continued training and INSET for staff to ensure appropriate differentiation of work across the curriculum
- Continued monitoring and analysis of patterns of attendance and exclusion for disabled pupils.
- Setting up a discrete grouping on the academy data management system covering '**Disabled Pupils**' to facilitate the detailed analysis of outcome data for disabled pupils – e.g. SATs ; end of Key Stage outcomes
- detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas.

1C: Views of those consulted during the development of the plan

Pupils with an Education Health Care Plan or Statement of SEN will have a formal Annual Review which gathers information from all concerned, including the child and his/her family. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or verbally at the review meeting.

In March **2014** a questionnaire was issued to the parents of all pupils with SEN in order to establish more fully their views and opinions of the new legislation. The information we received from the audit has informed our action planning. A similar survey will be conducted with staff in academy.

Areas for development:

- Continued annual questionnaire
- Amendments of DES as a result of information gathered from the audit
- Liaison with the LA to collect information on the number of disabled people recruited and employed at CSA and analysis of their views and roles.

Making it happen

2A: Management, coordination and implementation

The Bay Education Trust has responsibility for the academy accessibility plan. The progress toward meeting the targets set in the plan will be reported on annually. This plan, together with the academy's SEN Policy, will be reviewed and revised annually.

"Overall responsibility for the academy's accessibility plan lies with the Bay Education Trust, but improving access for disabled pupils requires everyone at the academy to understand the duties in the DDA and apply this knowledge in their own area of responsibility."

2B Getting hold of the academy's plan.

The Disability Equality Scheme and the Accessibility Plan for Curledge Street Academy is available on request from the academy. The plan is also published on the academy website. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

Areas for development:

- Ensure that all academy plans reflect priorities for developing access for disabled pupils, including the Academy Improvement Plan, Asset Management Plan, Academy Evaluation Form, Health and Safety Policies and other Academy and Departmental Policies
- Publish the Disability Equality Scheme and Accessibility Plan on the academy website.

Appendix 1

Education Provider

Provider:

Curledge Street Academy

1. What special education provision is available at our setting?



What do we do here to meet your needs?

Curledge Street Academy is a 'strongly inclusive' school where all children will have access to Quality First Teaching from their class teacher

For your child this would mean:

- That the teacher has high expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical ways of learning.
- Specific strategies suggested by the SENDCo or outside agencies involved with the child.
- The class teacher will identify any gaps in your child's learning by checking their progress.

Specific group work with a smaller group of children (often referred to as Intervention groups).

For your child this would mean:

- Your child is part of a small group usually run by a teaching assistant under the direction of the class teacher to work on specific targets to help him/her to make progress. This will be monitored by the class teacher and SENDCo.

This would include groups such as The Nest (nurture group) Group SEAL, Thrive groups, First Class at Number, Making Maths Magic and Talk Boost, as well as groups targeting fine motor skills, comprehension, writing etc.

Your child would then be categorised as receiving SEN Support and added to the Additional Needs List with parental consent.

1:1 support for specific children

- This could involve additional support from outside agencies such as Speech Therapy, Outreach support from the Chestnut Centre, Educational Psychologist or Advisory teacher for Hearing Impaired children.
- Your child may have 1:1 teaching assistant support usually funded through an Education and Health Care Plan (EHCP). This used to be called a Statement of SEN.

For more detail of the provisions we offer, please see the whole school provision map which can be found on our school website.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

- We are an inclusive school and consider placements for any child aged 3-11
- We follow the guidance as laid out in the Equalities Act 2010
- We work in close partnership with parents / carers and other parties / agencies to meet children's needs
- Having established the child's needs we access training and / or resources to make every reasonable effort to enable the child to access our provision

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

At Curledge Street Academy we believe in the importance of a broad and balanced curriculum and 'Quality First teaching' for all pupils. Effective differentiation enables all pupils to experience feelings of success and achievement. We recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers / abilities such as small group intervention work, additional adult support, 1:1 tuition or additional equipment to achieve their potential. Some pupils may also benefit from additional diagnostic assessments to identify areas of strength and difficulty.

We follow The Special Educational Needs and Disability (SEND) Code of Practice 2014

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

Parents will be informed of any interventions that their child is receiving before they start, either by letter, phone call or meeting. All children's targets will be discussed at parents evening, or sent home if parents do not attend. This will also include details of any interventions attended.

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and at home so that strategies can be shared.
- The SENDCo is available to discuss your child's progress and any concerns you may have.
- Nest staff are regularly available for discussions as well as individual parent visits to the provision and 'Open Nest' events
- The Pastoral Support Worker is also available to discuss any concerns you may have
- The Family Support Worker is available on a Tuesday either through a 'drop in' service or an appointment system. This can be a home visit if needed.
- Highly successful Nurture Parenting Courses are also run in school for parents/carers.
- All information from outside agencies is discussed either directly or through a report. Individual plans are sent to parents and reviewed at least 6 monthly.
- Homework can be adjusted to suit your child's needs. Please see the class teacher if this is an issue.
- Regular parent consultations are also held.

A class teacher can raise a concern about a child at any time by filling in a concern form, with parental consent, and passing this on to the SENDCo. If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to your concerns
- plan any additional support needed for your child
- discuss any referrals to outside agencies if needed to help support your child's learning
- An individual plan may be written and you will receive a copy

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

Curlidge Street is a 'strongly inclusive' mainstream school where children with SEND are taught alongside their peers. Class teacher and support staff will differentiate and personalise the curriculum to meet the range of needs and abilities in the class.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Teachers / TAs can adapt the class planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in small groups as needed
- Planning and teaching will be adapted on a daily basis if needed to meet your child's needs.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

We call upon the support of professionals and work closely with them. They include:

- Educational Psychologist
- Family Support Worker
- Advisory Teacher for Hearing Impairment
- Speech Therapist
- School Nurse and other Health Professionals
- Outreach from Mayfield, Combe Pafford, Chestnut (Thrive) and Barton (S&L)
- Torbay Safeguarding Hub – Social Workers and Family Support Workers
- Virtual School for Looked After Children
- SEN Team at the Local Authority

There may be times when, despite our best efforts, we are unable to provide resources and facilities to meet the child's needs.

8. How is this provision funded?



Who pays for this?

The following are all funded by the school

- All teaching staff and TAs
- Full time SENDCo
- Full time Pastoral Lead
- 1 full time and 1 part time behaviour / pastoral TA
- Full time SEND Teaching Assistant
- Nurture Group Team (The Nest) comprising teacher (0.5 days) and full time HLTA and 2 TAs (some have attended the 3 day Nurture Group Network training)
- Teaching Assistants in every class
- Additional TAs for some children with EHC Plans (the first £6000 is funded by the school. The LA provides a 'top up' for any additional funding needed).
- Additional MTAs for some children
- Full time Speech and Language HLTA
- School Counsellor (1 day a week)
- Family Support Worker (1 day a week)
- Educational Psychologist (1 day a week)

We also have access to various outside agencies including:

- School Nurse (Funded by the NHS)
- Speech Therapist (Funded by the NHS)
- Outreach Teacher for ASD (Funded through our school 'buy back' to the LA)
- Outreach support from the Chestnut Centre (Thrive). Funded through 'buy back'
- Advisory Teacher for Hearing Impairment (Funded through 'buy back')

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

If additional support is needed for learning there are various professionals that we can refer to including:

- Inclusion Consultants
- Educational Psychologist
- Speech and Language Therapist
- Advisory Teachers for Hearing or Visual Impairment
- Outreach staff from Mayfield and Combe Pafford Schools
- Outreach staff from the Mayfield Chestnut Centre (Thrive)

We signpost, encourage and support parents / carers to engage with these services.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

There is a wide range of support available for children with these difficulties including:

- Our Nationally accredited nurture provision ‘The Nest’ which caters for children who find it difficult to access the learning in the classroom. This could be for many different reasons (leaflet available from school). This is run by highly trained and experienced staff and holds The Majorie Boxall Quality Award.
- Weekly Thrive groups run by trained TAs
- Weekly Group SEAL run by trained TAs
- Our Pastoral Support Worker supports individual children, parents and carers in various ways
- Behaviour / Pastoral Team comprising of Pastoral Lead supported by a full time TA and additional part time TA.
- School Counsellor 1 day a week (leaflet available from school)
- Family Support Worker 1 day a week who supports parents, carers and children either in school or through home visits.
- Nurture Parenting Course is available to parents and carers and run in school in 10 week blocks.

In addition we have a positive behaviour policy which is consistently applied throughout the school.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

We recognise that transitions can be difficult for many children and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo to pass on information about any support that your child will need.
- If the school is local, we can arrange for staff to visit your child before transition or our Pastoral Support Worker can take your child for a visit to their new school if this is felt necessary.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new teacher in advance of the move (usually in July for a move to a new year group).
- At least one class visit will be arranged to meet the new class teacher, and more if needed.
- SEN meetings are held in September between SENDCo, other SEN staff, class teacher and TA(s) to discuss the support needed for all children with SEN. The class teacher will then devise a provision map and individual plans will be written where needed.
- If more support needs to be provided for your child's transition such as a photo book, this can be completed in the term before the transition takes place.

Starting school in reception/nursery

- We liaise with other local settings
- We hold transition meetings where needed in order to pass on information
- Nursery teacher / reception teacher / SENDCo will visit children in their settings before they start at Curledge St if this is needed.
- Additional visits to Curledge St can be organised if needed

In year 6

- SEN staff from local secondary schools usually visit Curledge St in the summer term to gather information about the children before transition takes place.
- Some secondary schools offer extra visits to vulnerable pupils before transition.
- Children will visit their new school for Induction Day in July (1 or 2 days)
- Open days are held by most secondary schools in the Summer/Autumn term prior to transition. These are usually for parents and pupils to attend and are the parent's responsibility.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

The Torbay Directory has ideas for available support and services available for families.

We will promote relevant services and events to families as the need arises.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

- Extra curricular activities are available to all children regardless of SEND
- A wide range of sporting clubs are run by our sports coach
- Various music, singing, dance and drama clubs are run by music staff
- A very popular Minecraft club is run by the ICT staff
- We run a Breakfast Club in school from 8am every morning
- After school provision is provided by Smartiezone and the YMCA

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

- Your child's progress is monitored continually by the class teacher.
- Progress is reviewed every half term
- This progress is monitored by the class teacher, phase leader and SENDCo at a termly Pupil Progress meeting.
- A termly Provision map for each class is written following a termly SEN meeting of class teachers with the SENDCo. This will detail any interventions that are put in place to support various groups of children.
- For children who have not yet reached level 1 a more sensitive assessment tool is used. This shows small steps of progress in more detail (P levels).
- At the end of each key stage (end of year 2 and 6) all children are formally assessed using SATs (Standard Assessment tests). This is a government requirement with the results being published nationally.
- Individual plans will be written for children with EHC plans and these will be reviewed at least 6 monthly by the SENDCo and class teacher and new targets are set.
- All children who have EHC Plans also have an annual review to which parents and all other adults involved are invited. This is reported to the LA.
- Children who access The Nest will also have their progress monitored using the Boxall Profile (this measures their social and emotional progress). Termly meetings between the nurture teacher and class teacher are arranged. This is called 'Class teacher Conferencing' CTC

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

- Annual report to Governors by SENDCo
- Annual Action Plan which is reviewed regularly
- Parent and Child Questionnaires
- Pupil Progress meetings and SEN meetings termly
- Before and after questionnaires for some interventions such as Group SEAL and Thrive
- Regular 6 weekly assessment for RWI and Fresh Start
- Termly Boxall Profile assessment of children accessing our nurture provision
- Open Nest events for parents/carers of children accessing the nurture group
- Parent and Child contributions to reviews
- SENDCo attends all training available and keeps up to date with changes relevant to SEND

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Staff attend regular training on various aspects of SEND according to the needs of the children in their class and whole school needs:

Examples are

- Recent epi-pen training for all staff from the school nurse
- Talk Boost training for reception and year 1 teachers and TAs
- HLTA now trained to deliver Talk Boost groups and SALT programmes
- Whole school ADHD training from Rachel Clempson
- SEN TA support group attended by various TAs as appropriate
- SENDCo Forums attended regularly by SENDCo
- P level moderation attended by SENDCo and class teachers as appropriate
- Nurture Group Network 3 day training attended by nurture group staff
- Attachment course attended by appropriate TAs, Pastoral lead and SENDCo.
- 2 day Makaton training attended by SEN TA
- CAMHS training attended by various staff
- Mindfulness training attended by 3 TAs
- TA and MTA training attended by various TAs
- ePEP training attended by SENDCo

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

- Teachers are available for individual appointments
- SENDCo available to see parents at the beginning or end of the day
- Regular informal / formal meetings with staff
- Parents evenings in Autumn and Spring Terms and following annual report
- Home / School books
- Transition meetings / Open afternoons

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to your concerns
- plan any additional support needed for your child
- discuss any referrals to outside agencies if needed to help support your child's learning
- An individual plan may be written and you will receive a copy

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

- If you have concerns about your child you should speak to your child's class teacher initially.
- You can also speak to the SENDCo / Pastoral Support Worker / Family Support Worker who will liaise with the class teacher and yourself to find the best way forward for your child.
- If you have further concerns you can speak to the Headteacher or Deputy Head.
- If you are still not happy you can speak to the SEND Governor

We would always hope to resolve any issues directly and would encourage parents to discuss any concerns they may have. If this is not possible our Complaints Policy should be followed and this can be found on our school website.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

- By contacting us directly via phone, email or letter
- Arranging a meeting with relevant staff such as the SENDCo
- Our school Prospectus
- New parent meetings
- Our school website
- Information on the Torbay Directory
- The OFSTED website for recent Inspection Reports

We welcome visits from perspective parents. Tours of the school can be arranged by our Admissions Officer and meetings with the Head teacher and/or SENDCo prior to children starting at our school.

Whole School Provision Map Reviewed February 2016

Curledge Street Academy

Learning and Cognition Needs

Whole Class

- Quality first teaching
- Continuous Assessment for Learning
- Benchmarking
- Individual targets set in reading, writing and maths
- Daily Read, Write Inc. groups
- Accelerated Reader programme across KS2
- Daily independent reading (20 minutes in KS2)
- Differentiation
- Multi-sensory approaches for varying learning styles
- Guided reading
- Individual reading with adult helpers
- Home/school reading record books
- Parent liaison
- Daily numeracy lesson
- Visual aids in learning environment
- Interactive displays
- Writing/learning walls
- Use of ICT
- Focus on Key Learning Values and ethos value
- Use of Kagan structures
- Visits and visitors

Small Group Interventions

Daily Read, Write, Inc groups	These will take place at 9.15-9.45 every morning for pupils in years 1-3. The groups are of various sizes according to need. They are reviewed and amended every 6 weeks.
Daily Read, Write, Inc. Reception groups	These will take place at 9.15-9.45 every day for pupils in reception. The groups are

	small in size and are reviewed and amended every 6 weeks
Daily Fresh Start groups	These take place every day at 9.45-10.15 for pupils in years 5/ 6 as needed.
Additional guided reading groups	To be arranged by the class teacher as necessary following pupil progress meetings
Writing groups	Run by TA to target children who need additional support with basic grammar. To be organised by class teacher.
Pupil conferencing (year 6)	To be organised by class teachers in order to plug any gaps
Maths sets (year 5 and 6)	Daily 60 minute maths sets with additional teacher to allow the groups to be smaller. 10.30-11.30 or 11.30-12.30.
Maths Intervention groups	Groups run by additional maths teacher for 6 weeks for targeted pupils in years 3, 4, 5 and 6 depending on need.
First Class in Number (maths intervention aimed at 2C mathematicians)	Runs for 10 weeks, 3 times a week for 30 minutes 1:4 with trained TA as needed
Making Maths Magic (maths intervention aimed at 1B/1A mathematicians).	Runs for 10 weeks, 3/4 times a week for 30 minutes 1:6 with HLTA/TA in year 2 as needed
TA support in a small group in class	As needed and organised by class teachers

**Individual Support
For pupils at SEN support / EHC Plan**

Read, Write Inc. 1:1 tuition (years R to 3)	Run by SENDCo, SEN TA or named TA to focus on Speed Sounds/ reading/fluency. Daily if possible for 10-15 minutes 1:1 for targeted pupils. Reviewed every 6 weeks following RWI assessments
---	--

Individual reading	To be arranged by the class teacher as needed with named adults
1:1 TA support	To be arranged by class teacher as needed
Toe by Toe	Daily programme for teaching phonic skills 1:1 for 10 minutes daily. See SENDCo for details
Rapid Readers	Scheme of readers used mainly in years 4-6 with TAs in class. See SENDCo for details
Various SEN reading schemes available	See SENDCo
Rapid Writing programme	Available from SENDCo as needed
SEN concern form to be given to SENDCo	To be filled in by class teacher to register a new concern about a child. See SENDCo
Individual Assessment such as Dyslexia Assessment, BPVS, Standardised reading, comprehension and spelling tests	See SENDCo if needed
Maths 1:1 Programmes Power of 2 and Plus 1 (time and tables programmes also available)	Maths coaching programmes to be delivered daily and 1:1 if possible by TA. See SENDCo for copy of the programme
LA Inclusion Consultant	Gill Hague is available for advice/assessment. See SENDCo to organise this
Outreach Teacher form Mayfield or Combe Pafford School	Outreach teacher will observe the child and provide a report and advice. See SENDCo to organise the referral
Educational Psychology	See SENDCo to refer a child to EP for persistent learning or other difficulties
ISP reviews for children at SEN Support or EHC plans	To be organised by SENDCo alongside CT and TA termly/6 monthly
Annual EHC plan reviews	To be organised by SENDCo

Regular and planned parent liaison	To be organised by class teacher. Support available from SENDCo as needed
SENDCo monitoring of children's progress	SENDCo will monitor progress following each half-termly data drop and through termly pupil progress meetings
EAL assessment and monitoring	EAL Consultant available for advice and support in setting targets. See SENDCo. TAs to work on targets set in a small group or 1:1 depending on need.

Behaviour, Social and Emotional Needs

Whole Class

- Consistent use of whole school behaviour policy
- School/class reward system
- House points
- Regular celebration assemblies
- Regular and planned parent liaison by class teacher
- Class SEAL
- Circle Time
- Sulp (year 1)
- Consistent use of rewards and sanctions
- Visual timetable
- Visual clues such as timers
- Use of behaviour team
- Behaviour Log
- Time out room
- Time Out

Small Group Interventions

Nurture Group – The Nest Phase 2 group	Referred children are assessed using the Boxall Profile and attend 4
---	--

	afternoons from 1.20-3.10. Targets are set which are reviewed termly (ILP) in class teacher conferencing with Nest staff. 2:8
Fledgling group	This runs on a Friday afternoon for 60 minutes for children who have flown The Nest (children attend fortnightly).
Thrive group – Phase 2	This is run for 1 afternoon a week by 2 trained TAs usually for 1 term 1.30-3.00 for 8 targeted children. See SENDCo to add children to the list
Thrive group – Phase 3	This is run for 1 afternoon a week by 2 trained TAs usually for 1 term 1.30-3.00 for 8 targeted children. See SENDCo to add children to the list
Group SEAL – Years 2-6	This is a weekly group to support social skills by following a set programme. It is run by trained class TAs. The group is reviewed termly. 1:6
Lunchtime social skills group –	This is a group for children who may be experiencing difficulties on the playground. Run by the pastoral team. Daily
Lunchtime group – SEN room	This is a group for children who may be experiencing difficulties on the playground. Children learn social skills by playing games. Run by SEN TA. Daily
Supported table in Dinner hall	This is available for any child who finds it difficult to manage in the dinner hall or requires monitoring and is staffed by 2 TAs
Anger Management	Available from Pastoral support Worker for small group or 1:1
Self Esteem building	Available from Pastoral support Worker for small group or 1:1
Friendship issues	Available from Pastoral support Worker for small group or 1:1
Nurture - Reception	Nest staff available to model social skills activities FS and run special snack for targeted children as needed.
Nurture Parenting Group	This is run by FSW and PSW together and targets specific parents. Runs for 1

	morning a week for 10 weeks 2:10. See Pastoral Support Worker to refer a parent
--	---

**Individual Support
For pupils at SEN Support / EHC Plans**

School Counsellor – 1 day a week	Available to referred children with parental consent. Usually consists of 12 weekly sessions of 60 minutes 1:1 with trained counsellor. See SENDCo to refer a child
Pastoral Support Worker	To be arranged by class teacher as needed
Family Support Worker – 1 day a week	Referral form available from Pastoral Support Worker or in the staffroom (Pink)
TA Support 1:1	Usually for children with EHC plans. Can be full or part time.
MTA Support 1:1	For targeted children usually with EHC plans.
Individual Report Card System	Can be set up by class teacher or SLT to support children who are having difficulties in class.
Behaviour Thresholds	Produced by the LA to guide provision at levels 1 -5
Behaviour Log	This is used to log any behaviour of concern when a member of the behaviour team is called for. Red card system in place
Lunchtime Behaviour Log	This is kept to record any behaviour concerns reported by MTAs. Children are sent in to the Time out room to reflect for 10 mins. Staffed by teachers on a rota and set up to support MTAs at lunchtime
Individual reward/sticker charts	Used in addition to whole class rewards for targeted children who need support
SEN concern form to register new concerns	To be completed by the class teacher at any time and given to SENDCo
SENDCo monitoring	To be arranged by the class teacher for any child causing concern. IBP to be

	written by SENDCo/class teacher after consultation
Regular and planned parent liaison	To be arranged by the class teacher for any child causing concern. Supported by SENDCo as needed
Referral to Educational Psychologist	See SENDCo to refer a child for individual assessment
Referral to Chestnut Outreach	See SENDCo to refer a child for additional Thrive Outreach. This can include 1:1 therapeutic support (TA to accompany some sessions) and/or in class support from outreach staff and is usually for 12 weeks.
Rapid Response to Chestnut Centre	This is available where immediate support is necessary - such as when there has been a sudden escalation in behaviour or recent trauma in the family. See SENDCo who will refer
SHEF/Early Help Referral	This can be completed to support families using The Child's Journey matrix. See Pastoral Support Worker or SENDCo to initiate this
CAMHS referral (Child and Adolescent Mental Health Services)	This can be accessed through discussion with Pastoral Support Worker or SENDCo who have referral criteria. Primary Mental Health Worker now based at PCSA.
School Nurse	Referral form available from Pastoral Support Worker or SENDCo for support for various medical issues
Safeguarding/ Child Protection	Monthly Safeguarding meetings are held in school with designated staff. Log kept. FOLLOW CHILD PROTECTION PROCEDURES
Green Concern Forms	These must be filled in for any low level concerns and posted in the box in the staff room.
Young Carers	See SENDCo who will refer if needed
Core Group Meetings	Held regularly for children at Child in Need (CIN) or Child Protection (CP) and attended by Pastoral Support Worker. Head teacher attends any Initial CP meetings

PEP Meetings	Organised every term by SENDCo for all children who are in care. Foster carers/parents/social workers attend along with a member of school staff.
LAC Reviews	These are independent reviews which are usually organised every 6 months for all children in care. Usually attended by Pastoral Support Worker/SENDCo
Team Parenting meetings	Organised for specific children who are in care and usually attended by Pastoral Support Worker
Supported transition	Programme of support available for those children who find transition difficult. Class teachers to identify any children who will need additional support in the summer term (and at other times as needed). Pastoral Support Worker/SENDCo to be informed so that a plan can be put in place.

Communication and Interaction Needs

Whole Class	
<ul style="list-style-type: none"> • Quality first teaching • Planned Speaking and Listening Activities • Kagan structures support children's S&L • Visual timetable available • Visual clues such as timers • Consistent rules and routines • Explanation of changes • Weekly Talkboost whole class lesson (R/year1/2) 	

Small Group Interventions

Social Communication Group	Can be run by HLTA for children in nursery and reception as needed
Talk Boost	Speech, Language and Communication group run by trained HLTA 1:4 for 30-40

	mins 3 x a week for 10 weeks for children with delayed S&L in nursery, reception or year 1.
SULP – Social use of Language Programme	Can be used for whole class or groups of children. Weekly programme for 6 weeks run by trained TAs
Attention and Listening groups	Run by TAs for small groups of children as needed
Transition Groups	For those children requiring enhanced transition between year groups/schools
Speech Therapy	Speech and Language programme from Speech Therapist delivered by SALT / S&L HLTA

Individual Support (SEN Support / EHC plan)

Speech Therapist	Action Plan delivered by S&L HLTA following assessment by the Speech Therapist. Referral to SALT can be made through the SENDCo
Speech Therapist 1:1 assessment of needs	Individual therapy sessions either in school or at Midvale Road clinic available from SALT
Outreach support for Speech and Language	Further support and recommendations are available following referral to Shirley O'Connor at Barton Language Unit. See SENDCo
Outreach for ASD from Combe Pafford Staff	Available for children with a diagnosis of ASD. Referral made through SENDCo
Earlybird/Earlybird Plus/Cygnet	10 week course available to parents (along with a member of school staff) of children with a diagnosis of ASD
Social Stories	Can be written for specific children as needed. See SENDCo
1:1 TA/MTA support	Additional 1:1 TA/MTA support for specific children
SENDCo monitoring and support	SENDCo available for individual plan writing and reviews for specific children
Annual EHC Plan Reviews	SENDCo organises annual reviews for children who have EHC plans involving relevant school staff and outside agencies.

Physical and Medical Needs

Whole Class
<ul style="list-style-type: none"> • Whole school handwriting policy • Whole school PE lessons • Numerous after school Sports Clubs • Huff and Puff equipment • Timber trial • Trained first aiders on duty • Clearly marked steps around the school site • Disabled facilities including lift and toilets • Handrails

Small Group Interventions

Fine motor skills group	List of activities available from SENDCo for children requiring additional support in this area
Handwriting support group	Run by TAs for children who require additional support with their handwriting skills
'Write from the Start' motor skills programme	Available from SENDCo for use with small groups or 1:1 to support the development of fine motor skills
Pencil grips/Hand hugger pens/easy hold scissors	All available as needed from SENDCo

Individual Support (SEN Support / EHC plans)

TA support 1:1	Full or part time for specific statemented pupils
Physio sessions	1:1 for specific pupils following a programme from physiotherapist
Occupational Therapy referral (OT)	This can be made through the SENDCo or school nurse
Gross motor skills support 1:1	1:1 or small group for specific pupils following programme of suggestions from OT or physio

Referral to Hearing Impairment (HI) Advisory teacher	Referral through the SENDCo which could lead to regular visit and recommendations. HI Advisory teacher is available to support specific children 1:1 on a weekly basis if needed
Referral to Visual Impairment (VI) Advisory Teacher/VI and Mobility/ICT	Referral through the SENDCo for specific pupils
Outreach for Physical Disability	Referral to this service is available through the SENDCo
Mayfield Outreach	Referral to this service is available through the SENDCo
Annual EHC Plan reviews	Held in school for children with EHC plans
School nurse	Referral forms available from Pastoral Support Worker or SENDCo for advice on various health matters. Health care Plans written if needed and reviewed annually
Medical Log	A log is kept of all children with medical concerns. Each class teacher has a confidential list, which is also available from the SENDCo and school office
Concentrators (tangle toys), fiddle pencils	Available from SENDCo for children with attention difficulties

Appendix 2 -

Letter sent to parents/carers to accompany questionnaire

Curledge Street Academy

28th March 2014

Dear Parent/Carer

As part of the new legislation and SEND reforms that the government will put into place in September 2014, schools are requested to publish their individual SEND offer and provision on the school website.

As part of this process we would like to invite you to give your views as parents/carers of children with Special Educational Needs. We will also be asking children for their views.

Your contributions will be of great value to us and we appreciate your time in completing the enclosed questionnaire.

Many Thanks

Yours sincerely
Mrs A Pillar

SENDCo

Appendix 2a Curledge Street Academy

Parent/Carer Questionnaire

March 2014

Name of child (optional)

How do you feel about the support your child is getting in school?

--

Which areas do you think are successful and should be kept the same?

--

Is there anything that we could improve in order to support your child further?

--

Please return to Mrs Pillar. Thank you for taking the time to complete this questionnaire.

Pupil Questionnaire

March 2014

Name

Class

How do you feel about the support you are getting in school?

--

Can you think of something that has particularly helped you in school?

--

Is there anything else we could do to support you further in school?

--

Please return to Mrs Pillar. Thank you for taking the time to complete this questionnaire.

Appendix 3

Curledge Street Academy - **2016 – 2019**

At Curledge Street Academy we are committed to an inclusive curriculum and we aim to increase access to the academy's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the academy curriculum
- b) Improving the physical environment of the academy
- c) Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.

This Plan is underpinned by the following features of the academy:

- There is effective planning and liaison between appropriate academy and support services working with individual pupils within academy
- The Special Needs Coordinator (SENDCo) has sufficient liaison time for agencies, support staff and families
- As a academy we have high expectations of all pupils. We aim to establish a positive ethos within the academy and within teams of staff within the academy. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-academy positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and re-integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Audit of existing Achievement / Provision

1A Curriculum

We believe that we have made good progress in the following areas:

- Obtaining data on future pupil population to facilitate advanced planning
- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)
- Using Specialist teachers to support learning and give pastoral and inclusion support
- Ensuring that detailed pupil information is given to staff
- Organising TA deployment to cover a mix of curriculum needs
- Ensuring that Access Arrangements are made for SATs, (Extra time / Reader/ Scribe etc)

- Specialist resources are available or are purchased to support specific pupil needs
- Setting clear learning objectives in each lesson and making sure that these are clear to the pupils
- Undertaking termly monitoring and target setting across the curriculum for all pupils
- Ensuring that pupils involved in target setting and ISPs
- Using 'P Scales' where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- Clear, well presented visual aids and working walls in classrooms to support the learning of all
- Use of writing frames to give structured support if required
- Ensuring that academy visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- A new programme for PSHE (Jigsaw) is being purchased for use across the academy from September 2016

1B Physical Access

- Wheelchair access all areas of the academy through the site regeneration project
- SEN department accessible to learners, parents and staff.
- Administration offices, headteacher's and deputy's offices accessible to all.
- Lift between upper and lower levels of site
- Ramp access from Curledge Street into the Foundation Stage building
- Dropped kerbs to facilitate wheel-chair access
- Disabled toilets facilities available in the main building, Foundation stage building.
- Washing and changing facilities available in main building and Foundation Stage building.
- Space for small group work and individual work for targeted learners
- Development of a physical environment that is safe and welcoming. Each individual may see themselves reflected in displays around the academy
- Carpeting to facilitate favourable acoustics across the academy
- Sound system in Main Hall
- Hearing loops as appropriate
- 'Sanctuary' area (Buddy Bench & Supported Groups) to provide a safe-haven for vulnerable pupils at lunchtimes
- Handrails on stairs where necessary

Information Access

- Visual timetables and information supported by signs/symbols for targeted pupils
- Home-academy liaison books for all pupils

Improving Access to the Physical Environment of the Academy & Improving Suitability of Provision (Contd.)

2010/12						
Action	Room Ref No	Responsible	Priority	Timescale	Resources	Monitored
Build supplementary rooms for Children's Centre	Foundation Stage Playground	See above	Long Term	2011/12/10	Sure Start funding	Chair Govs B&S Committee
Refurbish/change use of room	Pool Area	Site Manager/Head	Long Term	Completed 2008/9 Refurbished Complete as ENABLE room	Devolved Capital/TAHMS allocation	Chair Govs B&S Committee
Develop Curledge Street as part of site Insufficient playing space	Curledge Street Road	Site Manager/Head/strategic planning officer	H&S	2010/11	Devolved capital/academy for the future funding	Chair Govs B&S Committee
Demolish & develop covered play area with garden	Lower Junior Huts All Huts	Site Manager/Head/strategic planning officer	Long Term	2010/11	Devolved capital/academy for the future funding	Chair Govs B&S Committee
Convert into music room	Existing library	Project Manager	Long Term	2010/11	Devolved capital/academy for the future funding	Chair Govs B&S Committee
Fit out new library	Top storey new building	Devon Library Service/Headteacher	Long Term	2010/11	Devolved capital/academy for the future funding	Chair Govs B&S Committee

Improving Access to the Physical Environment of the Academy & Improving Suitability of Provision (Contd.)

2010/12						
Action	Room/Ref No	Responsible	PRIORITY	TIME SCALE	FUNDING	Monitored
9.4.2 Main building	Induction points	Site Manager/Head	B	Completed- 2010 portable loops available	Academy budget share	Chair Govs B&S Committee
9.4.3 Main Building	Lighting to facilitate lip- reading	Site Manager/Head	B	Summer 2010	Academy budget share	Chair Govs B&S Committee
9.4.7 Make available access information in accessible forms	Main block	Site Manager/Head	B	Summer 2010	Academy budget share	Chair Govs B&S Committee

Improving Access to the Physical Environment of the Academy & Improving Suitability of Provision (Contd.)

2012/14						
Action	Room/Ref No	Responsible	PRIORITY	TIME SCALE	FUNDING	Monitored
9.4.2 Main building	Induction points	Site Manager/Head	B	Completed- 2010 portable loops available	Academy budget share	Chair Govs B&S Committee
9.4.3 Main Building	Lighting to facilitate lip- reading	Site Manager/Head	B	Summer 2010	Academy budget share	Chair Govs B&S Committee

9.4.7 Make available access information in accessible forms	Main block	Site Manager/Head	B	Summer 2010	Academy budget share	Chair Govs B&S Committee
--	------------	-------------------	----------	-------------	----------------------	--------------------------

Improving Access to the Physical Environment of the Academy & Improving Suitability of Provision (Contd.)

2014/15						
Action	Room/Ref No	Responsible	PRIORITY	TIME SCALE	FUNDING	Monitored
Main building	Create Multi-Use room to include Cookery & IT	Site Manager/Head	B	Completed August 2015	Academy budget share	Chair Govs B&S Committee

Improving Access to the Physical Environment of the Academy & Improving Suitability of Provision (Contd.)

2016/19						
Action	Room/Ref No	Responsible	PRIORITY	TIME SCALE	FUNDING	Monitored
SEN building	Create a New 2 Year Old Nursery Provision	Site Manager/Head/ Business Manager	B	September 2016	Torbay LA Grant & Academy budget share	BET & CSA SLT
School House	Create a space for community work with parents	Site Manager/Head	B	September 2016	Academy budget share	BET & CSA SLT

