



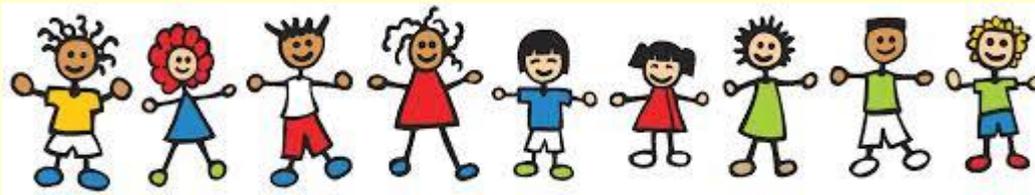
At Radford Academy we are proud of our record in supporting children who have specific needs or require additional support in school. Our children make progress throughout their school life and are fully included in the life of the school. We ensure that we meet their needs and that they reach their full potential.

AIMS OF SEN PROVISION AT RADFORD:

- To provide a broad, balanced, relevant and differentiated curriculum for all our children.
- To ensure that the children will endeavour to reach their full potential, intellectually, emotionally, physically and socially.
- To identify early the needs of children with SEN, and to plan to meet these needs effectively.
- To have a whole school approach to SEN where the staff work together as a team co-operating, collaborating and coordinating all they do for the benefit of the children.
- To work closely with parents and families to support our children.
- To implement the Local Authority and National Inclusion Policy in accordance with the SEND Code of Practice.



Bronwen Smalley is the school SENCO (Special Educational Needs Coordinator), with the responsibility for ensuring the implementation of the Code of Practice, throughout the school.



The Code of Practice states-

- All school must have regard to the SEN Code of Practice
- Schools must ensure a child's needs are met
- The views of the child should be sought
- Parents have a vital role to play in supporting their child's education
- Children should have access to a broad, balanced and relevant education, including access to the National Curriculum
- Reasonable adjustments must be made to ensure that no child is treated less favorably on the grounds of disability
- Schools are required to have a policy for meeting SEN and to report on their policies.



Radford Academy strives to provide support for children where there is the most need. Currently, the school employs two Senior Teaching Assistants, 5 full time TAs and 2 part-time teaching assistants. We also employ 2 assistants for children who need 1:1 continuous support. Andreas Houston is employed as a Learning Mentor. He has responsibility for supporting children who are unsettled in class and works with the families to support those children. Naseem Khan is our parent liaison worker and can support you with a wide range of concerns.





INCLUSION OF PUPILS WITH SEN WITHIN THE SCHOOL:

- All children are entitled to a broad, stimulating and varied curriculum through which each child can develop their true potential. All children with SEN are supported to be fully included in the life of the class and school.
- Children are supported in the classroom where possible, and withdrawn to work in groups or one to one as appropriate. Children follow the same schemes of work but through differentiation, work at their own individual pace and level of ability. Specific interventions are put in place to support their needs.
- Work set for children with SEN may need to be planned and provided for differently and/or require a greater degree of differentiation than that which is generally provided in class. Evidence of this 'additional support' can be seen in Weekly Planning for each class and on Provision Maps. Individual Intervention Records are also kept for children needing specific interventions to track their progress.



TRANSITION:

We are very keen to ensure there is a good communication network between staff to ensure a smooth transition between the Primary Schools and all the Comprehensive Schools to which Radford children may transfer. Staff from the receiving secondary school are invited to the Summer Term Review. This is held soon after the outcomes of the parental applications are known so we can formulate an effective transition plan. This may include extra visits and meeting with staff and Learning Mentors from the secondary school. Children can also be supported by members of the Autism Team in order for transition to run smoothly.



Starting Secondary School



OTHER AGENCIES

We have a good relationship with a variety of agencies to help us support all children and their families and especially those who may need extra support. These agencies include

- The Local Authority Inclusive Education Service to support children with learning needs and those with Autism or language and communication difficulties.
- The Educational Psychology Service
- The Autism Team
- The Behaviour Support Team
- SALT – Speech and Language Therapy
- The LA Sensory team who support children with hearing and sight difficulties
- Radford Family Centre who have staff who can support all families
- Children's Social Care
- Educational Welfare Service.
- School Health - the school nurses and pediatrician doctors
- We also liaise with representatives from local special schools, physiotherapy and occupational therapy departments who come to school to offer support and advice for children with specific SEN as appropriate.



Learning Knows No Bounds