

## SEN Link to Local Offer

Name of School: **De Warenne Academy** Date of Report **September 2017**

### SEN INFORMATION REPORT (Version: 3)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

Definitions of SEND
<p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:</p> <p><b>“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</b></p> <p><b>a) has a significantly greater difficulty in learning than the majority of others the same age, or</b></p> <p><b>b) has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”.</b></p>
The kinds of special educational needs that are provided for in school
<p>De Warenne Academy is a mainstream school which is part of the DELTA Trust and a Doncaster maintained school.</p> <p>According to the SEND Code of Practice (2014) there are four types of Special Educational Needs and Disabilities (SEND)</p> <ol style="list-style-type: none"> <li>1. Communication and interaction</li> <li>2. Cognition and learning</li> <li>3. Social, mental and emotional health</li> <li>4. Sensory or physical.</li> </ol>

Every pupil with SEN or a disability in this inclusive school has an entitlement to fulfil their optimum potential.

The school is an inclusive academy. Students with special educational needs and disabilities are admitted to the academy in accordance with the normal arrangements, which apply to all students. All students who have an Educational Health Care Plan naming the academy shall be admitted to the academy.  
Further details and provision is outlined in the school's SEND policy document.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

The Academy's Special Educational Needs Co-ordinator responsible for the day to day operation of the policy is Ms Jo Such. SEND Governor: Craig Sahman.

School can be contacted in the normal way. 01709 864001

Ms Such has responsibility for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with Special Educational Needs and Disabilities.
- Ensuring that parents are involved in their child's learning.
- Liaising with all the external agencies which work in school's to support learning and progress.
- Ensuring the SEND register is in line with the regulations as outlined in the 2014 Code of Practice.
- Providing support and guidance to teaching staff so they can ensure that the school's SEN policy is followed in their classroom and for all pupils they teach with any SEN
- Completion of all provision mapping for intervention programmes in school such as the Phonics programme and Exam Access support

Policies for identifying children and young people with SEN and assessing their needs

The academy will adhere to the requirements and recommendations as outlined in the Code of Practice:

**(i) Initial identification**

The academy has procedures for liaising with its feeder primary schools. This forms the basis of the initial identification of students with SEND. On entry to De Warenne Academy from feeder schools students may be in one of the following categories:

- (a) they have a EHCP or a formal assessment procedure is in progress;
- (b) they have special educational needs, which are monitored and reviewed according to the requirements of the Code of Practice.
- (c) They have no record of special educational needs.

Year 6 SATs scores are considered. Scores on these tests will either confirm the information in (a) and (b) above or identify more students whose scores are significantly lower than the majority of students. Transition meetings with feeder Primary Schools are also used in initial identification. In the case of certain student's transition and consideration can take place and start as early as Year 5, with the SENCO attending year 5 and year 6 reviews. In year 7 all students complete the Suffolk Reading age test in the first week of school and those students who would benefit from phonics intervention are identified.

**(ii) Later identification**

A student's performance at De Warenne may give sufficient reason for observations to be put in place. These will probably fall into the following categories:

- (a) Prolonged periods of disturbed or unacceptable behaviour;
- (b) Frequent absences which necessitate the involvement of outside agencies;
- (c) Inability to cope with the normal curriculum for whatever reason e.g. concerns with communication skills, issues with concentration, concerns regarding personal organisation;
- (d) Students who have a disability which requires a modified curriculum;
- (e) Students whose home language is not English;
- (f) Students who have come from a different educational system and may need time to readjust.

The needs of most students will be met by appropriate differentiation of the normal curriculum and will be monitored by subject teachers.

**All** students have individual targets set in each subject.

Those students, who require additional support for the reasons as outlined above, will be noted according to the Code of Practice at Special Educational Provision and

recorded as K on Sims. These students will either have SEN support plan, if they are deemed to be at pre-statutory level, or a student profile sheet which outlines provision, need and targets. All students at K will be allocated a Key Worker from the Learning Support team. Students who do not fall into the category of needing long term intervention as defined by the Code of Practice can be placed at SEND monitoring. This category as advised by Doncaster LA, is for those students who may need short term intervention.

For those students who currently have a Statement of Special Educational Needs this will continue until the Local Authority converts Statements into Education, Health and Care Plans (EHCP). In accordance with the DFE the Local Authority has until 1<sup>st</sup> April 2018 to do this. This process of conversion at De Warenne Academy is almost complete.

#### Arrangements for consulting parents of children with SEN and involving them in their child's education

All parents/carers of students who currently have a Support Plan, or an EHCP are informed by post of the targets set at the beginning of the year. Parents are invited to attend the review process with the students and their Key worker. Reviews are held throughout the academic year, with meetings held annually, twice yearly or every term depending on the individual student and their specific needs. All parents are encouraged to attend Annual reviews for those students with an EHCP and a consultation form is sent to parents to complete before the review. In the case of students converting to a SEN Support Plan, over the academic year 2017-2018 parents will be invited in to attend review sessions as and when appropriate.

If there are any concerns from parents/carers regarding student's specific educational needs, whether they have an EHCP or Support Plan then parents should feel free to contact Ms Such at school as soon as possible. Further support and guidance can be found at: [www.doncasterchildrenandfamilies.info](http://www.doncasterchildrenandfamilies.info)

#### Arrangements for consulting young people with SEN and involving them in their education

All students are involved in the review process. At the start, mid-point and end of each academic year students discuss their targets with their allocated key worker. Each Key Worker, from the Learning Support team has no more than 8 students each to ensure personal relationships are enhanced. At the end of year review students discuss the year's progress and write new targets for September. In September the students look at the targets with their key worker and discuss any concerns or issues they may have. Students are invited, and to date, have always attended their Annual Reviews. Students are also involved in writing their own student profiles and have ownership of the design process. Personalised pupil profiles will be written in conjunction with the SEN Support Plans.

#### Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do and Review. This process forms part of the SEN Support Plan or/and the Annual Review Statement process. Further details of what Assess, Plan, Do and Review entail is found on the SEN policy.

In addition to this personalised review process the school also offer a number of different intervention packages available to students who need additional support but are not on the SEND register. The interventions used will be those that are proven to make a difference for most learners. The interventions are largely department based and include Maths Makes Sense programme, by Open University Press and the Ruth Miskin, Read, Write inc programme. We also offer Sound Training to students in Key Stage 4 which boost vocabulary and comprehension skills needed to gain the higher grades at GCSE . Provision on these schemes does not mean the student has Special Educational Needs and these are packages put in place are part of our inclusive policy of learning and achievement for all. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by the child and a target outcome is set. Provision mapping of intervention and data assessment is the responsibility of individual heads of department, the class teacher or in the case of the Read, Write inc programme, the SENCO.

Students who reach year 10 and are identified as needing additional support in exams will be assessed in year 10 by the Education Psychology service. Provision as identified by the EPS will then be put in place in all relevant exams and coursework assignments. Parents and students are informed by letter of the outcome of all exam access testing.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Regular liaison meetings are held with those responsible for special educational needs in the feeder primary schools and the SENCO and Learning Support Assistant with responsibility for transition will also attend all Year 6 meetings. Where possible all EHCP review meetings for all year 5 and 6 will be attended. The designated Learning Manager will liaise with both Primary Schools and post 16 provision. We also have careers support attached to the school who support students from years 8 to 13. Careers advisors are invited to all Year 11 Annual Reviews and meet the students on an appointment basis. The relevant paper work is completed and forwarded to the Local Authority and parents.

Approach to teaching children and young people with SEN

Students with special educational needs are fully integrated within the academy. Each department will determine how the needs of the students are best catered for. Some subjects are set according to ability. The match between a student's ability and an

appropriate curriculum is crucial. Faculties are encouraged to exercise and develop their provision for students with special educational needs in order to ensure full access to the National Curriculum at the necessary level. The vast majority of SEND students are supported within mainstream lessons with support of a Learning Support Assistant.

There are a number of ways to provide effective intervention and learning support in the classroom, in partnership with staff.

Learning Support Assistants (LSA) will:

- a. Develop an understanding of the specific needs of individual students, for which training is offered and where appropriate, contribute to student's learning as effectively as possible by:
  - Clarifying and explaining instructions
  - Ensuring the student can use equipment provided
  - Motivating and encouraging the student
  - Assisting in areas of student weakness e.g. language, behaviour, reading, writing
  - Helping students to concentrate and complete tasks
  - Developing the student's capacity for independent working
  - Liaising with other staff
- b. Encourage acceptance and integration of students with SEN
- c. Help promote student's self-esteem
- d. Assist with assessment processes via end of year exams, tests, SATs, GCSE
- e. Contribute to reviews

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In the majority of curriculum areas students are grouped by levels of attainment. However these groups are reviewed regularly to take into account pupil progress. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning.

The school is fully accessible with a lift that connects the two floors. The school is also up to code regarding Disabled toilet facilities.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENCO will maintain links with the LA Support Service, the Schools Educational Psychology Service and special agencies e.g. Health Service, occupational therapies and Local Authority support services. We also work with the Specialist Educational Provision Team, including Schools Hearing Impairment Team, Visual Impairment Team and the Autism support Team. The pastoral team would be the normal point of contact with Educational Welfare and Social Services. Liaison within the academy will ensure appropriate personnel are informed of matters that affect them. The school has active membership in nasen and ndcs, attending relevant courses and distributing newsletters and magazines.

Guide lines and advise and support on specific areas of SEND are on the VLE and accessible by all teaching staff. All LSA's are also allocated to curriculum areas and LSA's also have specific areas of expertise and are provided with the relevant training as part of an on-going CPD programme.

Evaluating the effectiveness of the provision made for children and young people with SEN

Provision mapping is completed for all intervention programmes which monitors success criteria. Students are set specific and personalised targets as part of the SEN Support Plan and success is measured as part of the plan, do, assess and review process. Evidence is taken from curriculum target data which is submitted twice a term, consultations with staff regarding specific targets and parental and student feedback.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Students with special educational needs are fully integrated within the academy, and the vast majority of students are supported within mainstream lessons with support of a Learning Support Assistant. In a few specific cases students may need additional support from the Student Support team who are based in the Bridge.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The Learning Support Team is part of a wider Student Support Team which supports students with emotional and behavioural issues, monitors and supports students who have difficulty accessing mainstream lessons and offers support programmes such as anger management, anti-bullying, social skill development and self-esteem. This is

accessed via referrals from whole school staff that identify that a particular student or group may need support. Referrals for additional support are discussed as a team which meet weekly and comprise of SLT and Pastoral team, Inclusion manager and attendance. Any student in the academy who has issues with bullying is supported in the first instance by the Learning Manager for that year group and follows the Academy's bullying policy. If an incident of bullying is identified there is a clear report and logging system, part of this is identifying further action which includes contact with home and what additional support is needed for the victim or perpetrator, referrals to other agencies through this process may also be made if a need is identified.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school meets with the school nursing team to write effective and informative Health Care Plans to meet the needs of students. Members of the Student Support team are CAF trained and when needed will complete Common Assessments and hold Team around the Child meetings and invite relevant agencies to attend. Weekly the school nursing team are in school to promote key health issues. The Inclusion Manager attends South MDT meetings with a variety of professionals weekly and discusses student's individual needs. We have a designated Teacher for CIC and they have a link worker who ensures their Pupil Premium is being used to meet their needs and is closely monitored.

Listed are some of the key agencies we refer to and link with to support the needs of Students at the Academy.

- CAMHS
- Project 3
- JASP
- Doncaster Trust – Targeted Family Support
- IFSS
- Education Psychology Service
- DELTA Inclusion Team
- Education Welfare
- CIC Team
- School liason Police Officer

The SENCO also works closely with the Local Authority and access the support provided by the Educational Psychology Service, Special Educational Support departments, Occupational Therapy and Speech and Language Teams.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Should any parent/carer have a complaint or query regarding anything regarding SEN provision or practice they should follow the correct procedure as outlined in the school's complaint policy. In the first instance parents are requested to contact the SENCO.

For independent advice and support parents can contact the parent partnership Service. Parent Partnership Service is now to be referred to as SAIDSEND - Support, Advice, Information Doncaster Special Educational Needs and Disabilities.

email: [parent.partnership@doncaster.gov.uk](mailto:parent.partnership@doncaster.gov.uk)

Tel: 01302 736920

Address:

Doncaster Council Civic Office

Waterdale

Doncaster

DN1 3BU

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

### **The Local Offer (SEND)**

The Local Offer provides information for children and young people with Special Educational Needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care. Knowing what is out there gives families more choice and therefore more control over what support is right for their children.

For more information on Doncaster's Local Offer, visit the Families Information Service website [www.doncasterchildrenandfamilies.info/thelocaloffer.html](http://www.doncasterchildrenandfamilies.info/thelocaloffer.html) and select 'Local Offer (SEND)' on the menu.