
SEN Report

Name of School: De Warenne Academy

Date of Report: September 2018

The governing bodies of maintained schools, 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

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:

“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:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or,**
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”.**

The kinds of special educational needs that are provided for in school

De Warenne Academy is a mainstream school, which is part of the DELTA Trust. De Warenne Academy provides support for the following special educational needs:

ASD
Asperger's
ADHD
Attachment disorder
Dyslexia
Dyspraxia
Literacy/numeracy
Speech and language
Motor difficulties

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 can enrol at the academy in accordance with the normal arrangements that apply to any student. All learners with Educational Health and Care Plans are welcomed, providing that the academy can meet each learner's individual needs.

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 Miss Becca Caddy.

Miss Becca Caddy
SENCO
De Warenne Academy
01709 864001

Mrs Stephanie Benton-Miller
Assistant Principal, Inclusion and Designated Safeguarding Lead
De Warenne Academy
01709 864001

SEND Governor: Craig Sahman

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

There are a number of assessment methods utilised by the academy to accurately identify and assess students' needs. During the Y6 transition process, the academy's SENCO meets with the SENCO from the feeder schools and attends review meetings to gather information and meet the students and parents/carers.

In addition, the academy carries out the following assessments; dyslexia screening tests, reading tests and spelling tests. The reading and spelling tests take place at the start of the autumn term in Y7, and students who achieve significantly below age-related expectation may require additional literacy support. If teaching staff have concerns regarding a student, they inform the SENCO immediately to initiate further action.

The academy also regularly utilises services provided by outside agencies, such as occupational therapists, CAMHS, educational psychologists and ASCETS, as well as the hearing, speech and visual impairment teams. This is to support the academy in accurately identifying learners' needs. Feedback from outside agencies informs learners' support plans and ensures that support is appropriate for the individual.

Later identification

A student's performance at De Warenne may give sufficient reason for monitoring and additional support. These may fall into the following categories:

- prolonged periods of disturbed or unacceptable behaviour;
- frequent absences which necessitate the involvement of outside agencies;
- inability to cope with the normal curriculum for whatever reason e.g. concerns with communication skills, issues with concentration, concerns regarding personal organisation;
- students who have a disability which requires a modified curriculum;
- students whose home language is not English

Where possible, additional needs of most students can be met by appropriate differentiation of the normal curriculum, through quality first teaching. Subject teachers and key workers then

monitor learners' progress and attainment, which informs later targets, and subject specific assessment.

The parents/carers of students who have been 'later identified' as requiring additional support for the reasons outlined above, will be informed according to the Code of Practice.

When students SEN status changes, it will be identifiable on SIMS with a 'K', and either have a SEN support plan, if they are at pre-statutory level, or an education support profile, which outlines provision, need and targets. All SEN students have a keyworker 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, are monitored until recognised as not needing additional support. This category, as advised by Doncaster Local Authority, is for those students who may need 'short term' intervention or temporary medical provision.

All students with a Statement of Special Educational Needs have now converted to Education, Health and Care Plans (EHCP) at De Warenne Academy as of 01.04.2018, in accordance with the DFE.

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 Educational, Health and Care Plan are informed by post of the targets set at the beginning of the year. Parents are paramount in the support process and should attend each review, which may involve outside agencies, the Local Authority, the student's Learning Manager and Key Worker. Throughout the academic year interim reviews are held. Review meetings occur twice yearly or termly depending on the individual student and their specific learning need.

All parents are encouraged to attend annual reviews for those students with an EHCP and a consultation form is sent to parents to complete with the review details at least 5 weeks prior to the review date.

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 Miss Caddy at school as soon as possible. Further support and guidance can be found at:

www.doncasterchildrenandfamilies.info

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

Students with SEND have a number of opportunities to be involved in their education. They are encouraged to attend review meetings; they complete a student friendly questionnaire prior to the meeting to gather their thoughts and opinions. Students are encouraged to have an input into their statutory review meetings through identifying their strengths, areas for development and suggesting how improvements can be made. This can either be from a pastoral or academic point of view. Most recently, we have begun to use student feedback in order to inform intervention and bespoke packages for our learners. Students are also encouraged to have a similar input into parents' evening when discussing attainment and progress with subject staff as well as pastoral support. Learners meet with their key workers termly and can discuss any concerns they may have then.

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

Regular review meetings are held in line with statutory requirements where appropriate. Both parents/carers and students are encouraged to contribute to the review meetings. Review meetings are informed and supported by the following pieces of information:

- whole school data capture which happens once per half term;
- feedback from academy staff with regard to attitude/behaviour/attendance;
- outside agencies such as the educational psychology team, ASCETS and CAMHs are involved in the process of assess, plan, do and review where necessary

Furthermore, within the academy students who are accessing additional support for literacy or dyslexia, complete re-testing procedures in order to track progress and decide on alternative provision if/where necessary. This is done on a half termly basis; initially students who are identified in year 7 as having a reading age below 9 years 10 months are selected to engage in an intensive reading and writing programme which is tailored to the individual's learning needs. The 'Nessy' program, on average, increases the reading ages of learners by 1 year in 12 weeks.

Information is shared with students and parents/carers through review meetings and/or parents' evenings. Academy staff are informed of any changes through the learners' education support plans, CPD and meetings. In addition, access arrangements are organised for students in consultation with outside agencies for those students who require additional support for examinations.

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.

The academy provides 'transition' days, which focus on providing additional support for all students entering Y7, with some additional, smaller transition events that target SEN and vulnerable students. All students will receive information, advice and guidance to support their transition through the academy and into further education, training or employment. The purpose of the days is for students to focus, plan and reflect on their own personal career pathway.

In addition, the academy has an extensive system for supporting students in Key Stage 4 and 5 with their career choices. This involves regular appointments with the careers advisor and the head of 6th form. Outside agencies such as medical, health and psychology professionals and pastoral mentors are also involved in the process where appropriate. Parents are welcome to attend this meeting to help inform future choices.

Students are also encouraged to attend open days/evenings, as well as taster days/tours prior to starting further education, again accompanied by parents/carers to ensure they are moving on to a suitable pathway. This aspect is also discussed with parents/carers, academy staff and outside agencies at review meetings where appropriate. Once a decision has been made, a transition plan is designed and put into place as soon as possible. Learners with SEN have personalised meetings with a specialist SEN careers officer.

Approach to teaching children and young people with SEN

An inclusive approach to teaching and learning is promoted across the academy through a variety of different methods. Staff at the academy regularly take part in CPD sessions which focus on different aspects of teaching and learning, such as differentiation and assessment for learning, as well as sharing good practice to ensure students receive high quality provision. Most recently, the academy has been approached to complete the Autism Charter Award, meaning staff will regularly receive autism awareness training as we work towards becoming a recognised inclusive school for children with autism. The SENCO ensures that all staff have the relevant information with regard to SEND students, including practical classroom strategies. This information is presented in the form of an accurate SEND register which includes information regarding each student's SEND status alongside ESPs (one page profiles). ESPs include information from the student, LSA, teachers and parents/carers to ensure that each student is appropriately supported in their learning through focused classroom strategies. This information is stored centrally and is updated when appropriate, usually after review meetings, if changes are necessary. In addition, SEND students receive effective LSA support in lessons, in conjunction with their allocated hours of provision. The SEND department also deliver effective interventions for students diagnosed with dyslexia through the Nessy programme and literacy through a number of different strategies such as Nessy and guided reader. Data such as students' spelling and reading ages are also shared with the whole staff, to facilitate appropriate provision in lessons. This delivery is focused on developing students' skills, as well as linking those skills with other subjects on the curriculum. The success of these interventions relies on a collaborative approach between the members of staff delivering the interventions, subject staff across the academy and parents/carers.

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. Learning Support Assistants are also there to support the implementation of a broad and balanced curriculum.

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 other special agencies e.g. the health service and occupational therapy. 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 is 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.

Guidelines, advice and support on specific areas of SEND are on the VLE and accessible by all teaching staff. All LSAs are also allocated to curriculum areas and the LSAs 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

Regular evaluation of provision takes place in a number of different forms. Firstly, attainment data, generated through the academy's data capture every half term, is analysed by the SENCO and used to identify areas of strength and development for SEND students across the curriculum areas. Secondly, student's attendance and behaviour data is tracked and analysed. This is then used to identify areas for further support and intervention. Student voice is also utilised to evaluate the effectiveness of the provision. Finally, this information is used to facilitate focused discussions at not only parents' evenings but also SEND review meetings, which involve students, parents and carers, LFs, as well as teacher input. This information allows for a detailed review of students' progress as well as designing appropriate actions for development.

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

The academy utilises a range of teaching and learning strategies to ensure an inclusive curriculum is adopted for all students, for example regular focused staff training, the use of education support plans/one page profiles and clear strategies for differentiation to provide for all students' learning needs. Additionally, extensive pastoral support is provided for each student within the academy, through Learning Managers. Furthermore, the academy has a very clear climate for learning which staff, students and parents/carers are fully aware of. The climate for learning is used to promote positive behaviour. The academy provides an extra-curricular timetable, as well as opportunities for students to attend trips and visits, some of which are overseas. We have a student support centre, the 'Bridge', which is accessible for students who may need additional support at social times and after school.

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 skills 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. Students complete a weekly bullying form, which is private and between the student and Learning Manager. 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.

The academy have recently started an SEMH programme that is supported by CAMHS and the EP. Referrals to this can be made by family and outside agencies, as well as student voice. The group focus on life skills, developing independence, low self-esteem and confidence and wider mental health.

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 receive training, 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 students' individual needs. The Assistant Principal and Designated Safeguarding Lead is responsible for LAC 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
- IFSS
- Education Psychology Service
- ASCETS
- DELTA Inclusion Team
- Education Welfare
- CIC Team

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

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

There is an overarching policy for handling complaints available on the De Warenne Academy website. However, we do strongly encourage parents/carers to either speak to or meet with the SENCO or Assistant Principal – Designated Safeguarding Lead prior to this happening in order to work together to resolve issues if they arise.

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

Information with regard to the local offer is available on the DMBC website:

www.doncasterchildrenandfamilies.info/thelocaloffer.html
