

## SEN Report

Name of School: De Warenne Academy

Date of Report: September 2021

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).

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### 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 her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”.**

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### 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 Plan are welcomed providing that as an academy can meet each learners' individual needs.

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

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The Academy's Special Educational Needs Co-ordinator responsible for the day-to-day operation of the policy is Miss Becca Caddy.

SEND Governor: Mrs Lesley Bailey.

School can be contacted in the normal way: 01709 864001

Miss Caddy has responsibility for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating 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 to support the learning and progress of our learners with special educational needs and disabilities.
- 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 that the school's Special Educational Needs policy is adhered to and staff support pupils they teach with any SEN status to the best of their ability.
- Completion of all provision mapping for intervention programmes in school.
- To ensure that all learners eligible have the use of exam access arrangements.

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

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

In addition, the academy carries out the following assessments; dyslexia screening tests as well as reading and spelling tests. The reading and spelling tests take place at the start of the Autumn term in Y7, and students who produce 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, ASCETS as well as the hearing, speech and visual impairment teams. This is to support the academy in accurately identifying learner's 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:

- (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.

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 learner's 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 as 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 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 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, 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.

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

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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 students Learning Manager and Key Worker. Throughout the academic year interim reviews are held, review meetings twice yearly or termly depending on the individual student and their specific learning need.

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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](http://www.doncasterchildrenandfamilies.info)

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### **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.

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### **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 individuals learning needs. The Nessy program, on average, increases the reading ages of learners by 1 year in 12 weeks.

Information is shared with students, parents/carers through review meetings and/or parent's 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.

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**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**

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The academy provides 'transition' days, which focus on providing additional support for all students. All students will receive information, advice and guidance to support their transition through the academy and into further education, training or employment. The days have been designed so that students can 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 6<sup>th</sup> form. Outside agencies such as medical/health/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.

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**Approach to teaching children and young people with SEN**

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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 working 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 student's 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.

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### **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.

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### **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-gong CPD programme.

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### **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.

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### **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.

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**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.

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**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.

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

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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 Safe Guarding Lead prior to this happening in order to work together to resolve issues if they arise.

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

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

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

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