

SEN Information Report: The Dukeries Academy

Academy Transformation Trust's Offer for children and young people with Special Educational Needs and/or Disability.

Academy Transformation Trust Mission statement:

Our **mission** is to provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our **academies** with everything they need to reach their full potential.

We believe that:

- All children and young people deserve a first class education
- All schools can be transformed to be judged as outstanding
- All pupils can and should leave education well prepared for their life ahead academically, personally, emotionally and professionally
- All of our staff feel valued and supported in reaching their full professional potential.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.

- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

The Trust recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, as defined in the SEND Code of Practice 2014: 0-25 years. A young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or,
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the SEND Code of Practice (2014), the Children and Families Act (2014), the Equality Act (2010), regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations.

Special Educational Needs or disability is identified in terms of communication and interaction, cognition and learning, Social, emotional and mental health difficulties and sensory and/or physical needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. The Academy believes that each child or young person and their parents have a right to be involved in the decision making process and in making choices. The Academy is committed to working in partnership with the child or young person, parents, carers and outside agencies in order to effectively identify needs, provide the necessary support for the child/young person and monitor the progress of all children and young people.

What types of SEND do we provide for?	<p>The Dukeries Academy, is a mainstream secondary school. Students may be identified as having a Special Educational Need (SEND) at any stage of their education. This may be a long term difficulty requiring continuous support or a short term issue which requires a specific intervention. The SEN Code of Practice (2014) identifies four broad areas of SEN:</p> <ul style="list-style-type: none"> • Communication and Interaction, including Autistic Spectrum Disorders • Cognition and Learning, including dyslexia, moderate learning difficulties and dyscalculia • Social, Mental and Emotional Health, including behavioural difficulties • Sensory and/or Physical, including hearing impairment, visual impairment and cerebral palsy.
How do we identify and assess pupils with SEND?	<p>Use of information from Primary feeder schools Use of SATs data and KS2 assessments Teacher assessment points known as APs Screening for specific learning difficulties in literacy, behaviour and low cognition skills Assessments for access arrangements in formal qualifications Parental concern and following the Nottinghamshire’s concerning behaviour pathway Pastoral Leader and Progress leader concerns Information from outside Agencies Through Observations Via teacher feedback and referral</p>
Who is our Special Educational Needs/Disability Coordinator (SENDCO) and	<p>Vicky Watson Contact Details: Email: v.watson@dukeries.attrust.org.uk Phone: 01623 860545</p>

<p>how can he/she be contacted?</p>	
<p>What is our approach to teaching pupils with SEND?</p>	<p>All pupils at the Academy have access to a curriculum which is broad, balanced and accessible. The curriculum includes academic subjects as well as personal, social and health education enhance students' wellbeing and emotional resilience. The priority for SEND students is to have access to high quality first teaching where their progress is monitored and reviewed by their teachers. Students with SEND will then also have access to provision which is different to and additional from and may include aspects of the following:</p> <ul style="list-style-type: none"> • Having an individual support profile which details their specific needs and how to support. • Differentiation by class teacher • Extra support within the classroom setting from a Teaching Assistant. • Time may be allocated to students with social, emotional and mental health difficulties or communication and interaction needs to our alternative provision bases (Graduation Academy and Success Centre). • Specific Intervention packages to meet specific needs this could be through access to 1:1 or small group work. • Nurture support for those students working on 'P' levels or significantly below age related expectations. • At Key Stage 4, access arrangements within exams through the use of ICT, a reader, a scribe and/or extra time. • Referrals to outreach support services via Springboard meetings where extra support is needed. • More complex needs may result in additional funding through AFN and HLN streams

	<ul style="list-style-type: none"> • Draw and Talk intervention is offered for students with social, emotional and mental health needs. We also have trained school counsellors onsite and access to horse care as a therapeutic approach to learning • Use of online literacy tools (word shark online) to fill gaps in learning.
<p>How do we adapt the curriculum and learning environment?</p>	<p>The adaptation of the curriculum is different depending on the needs of the child. On entry at KS3 students are placed in sets in core subjects such as English, Maths, Science, Humanities and languages. This ongoing flexible approach continues in order to monitor progress and evaluate the impact of intervention which in turn informs the next steps. It also allows for support to be put in place in terms of smaller groups and/or additional adults within the classroom. Formative assessment procedures are applied to identify students who may have specific learning difficulties in literacy and numeracy. This will help inform appropriate intervention and support required.</p> <p>Alternative examination/qualification packages identified and delivered for those unable to access GCSE</p> <p>Liaison between Subject leaders, Progress Leaders, Behaviour Manager and SENCO to discuss the most appropriate curriculum</p> <p>Complex needs have a more individualised and bespoke timetable to focus on their strengths as well as access to subject lessons. A team of dedicated staff including the SENCO and alternative provision managers will meet on a regular basis to contribute to the cycle of assess, plan, do and review for these students with complex needs.</p>


	<p>Involvement of specialist outreach support available in school and from outside agencies is sought for those pupils needing a multi-agency approach to working.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>Parents are invited to parents evening once a year with the opportunity to meet with the SENCO. Assessment reports (AP's) are sent out each term showing progress made.</p> <p>Parents and carers of all students with SEND have the opportunity to discuss provision, progress and outcomes with the SENCO; by contacting the academy direct; through Individual Learning Profile update reviews twice yearly or termly (depending on need).</p> <p>For students with Educational Health and Care (EHC) plans a full formal review is held annually where reports are circulated to attendees 4 weeks prior.</p> <p>Some students will have allocated a mentor and parents will have access to regular contact either by phone or in person to the mentor</p> <p>Ultimately, the Academy operates an open door policy which enables parents to come into school to share any concerns.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Students are involved in meetings with parents and page profile meetings where they are able to voice their views.</p> <p>Student voice data is gathered termly via questionnaires and student interviews.</p>
<p>How do we assess and review pupils' progress</p>	<p>The Academy uses a variety of assessment processes as relevant to different key stages. These are documented in our Teaching, Learning and Assessment policy. We review progress daily in lessons which informs our planning.</p>

<p>towards their outcomes?</p>	<p>There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and/or what they might do differently.</p> <p>Where needed alternative assessment tools are used to measure progress of the most complex and vulnerable SEND students.</p>
<p>How will The Dukeries Academy support my child in transition stages?</p>	<p>Key stage 2 to 3: Early identification occurs through the family of schools where the Secondary SENCO meets with the Primary SENCO and meets with parents, attends primary springboard meetings, meets the students and where deemed necessary observes them in their school setting. Other staff could also visit including Key workers, Alternative Provision Manager, Progress Leader and Transition coordinator.</p> <p>Additional transition days for vulnerable and SEND students occur in summer term with the most vulnerable visiting on a regular basis from the Spring term.</p> <p>KS4-Post 16 Individual meetings to discuss FE are held in both years' 10 and 11. All students have access to mock interviews and work experience. Students are also given prioritised time with the careers advisor. Support with applications and visits to colleges where possible.</p> <p>Transition from a different school mid way through a key stage: A visit to the Academy by appointment can be arranged by parents/carers to view the Academy and to be given a summary about the work of the Academy and to undertake a tour. If children are transferring from another school, an assessment visit to the school currently attended by the child is undertaken in order to gather information and plan a smooth and effective transition.</p>

<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>There is a highly skilled workforce that consists of a range of professional teachers and support staff who have access to an established in service training programme in the academy for all staff which does include a range of SEN specific training modules. The SENCO provides training and also coordinates training from outside providers to relevant staff.</p> <p>The Academy supports all SEND staff in the continuing CPD training. This is all administered through PDR sessions twice a year and the Blue Wave training programme Teachers and support staff are provided with regular email and bulletin updates about students with SEN and best practice is shared across the team.</p> <p>There are trained safeguarding officers in school to ensure that pupils are effectively protected from harm.</p> <p>Relevant staff including the SENCO work closely with professionals such as CAMHS, Educational Psychologists, Social Workers and Specialist schools services who provide support and guidance to staff.</p>
<p>How will equipment and facilities be provided to support pupils at the Dukeries Academy?</p>	<p>The Dukeries Academy is fully accessible with dedicated disabled parking areas and toilets. We have a specific accessibility policy which is updated and reviewed on a regular basis. We make all activities accessible and inclusive by making reasonable adjustments. All parents and families are welcome to visit the school prior to their children attending the school.</p>
<p>How do we secure specialist expertise?</p>	<p>Some specialist expertise is provided through County Specialist including Educational psychology, cognition and learning team and communication and interaction team. We always seek to enhance the skills of our SEND team through accessing training from these services. We also grow our own expertise by utilising the passion, skills and knowledge of our workforce.</p>

<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>For SEND students with complex needs we access county support services through termly Springboard meetings. We also have multi-agency meetings and team around the family meetings with outside agencies such as Family Services, Health Related Education Team and CAMHS. All of which include involving the parents.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>We have a robust system of reviewing our provision using the Ofsted self-evaluation framework. This includes reviewing:</p> <ul style="list-style-type: none"> • Effectiveness of Leadership and Management • Quality of Teaching, Learning and Assessment • Personal development, behaviour and welfare • Outcomes for pupils <p>The SENCO attends the Challenge, Support and Intervention sessions held by the trust and the trust has a strategic group that quality assures documentation.</p>
<p>How do we handle complaints from parents of children with SEND about provision</p>	<p>There is an opportunity for all parents/carers to raise concerns about their child’s provision at any time through contact with either the class teacher, Progress leader, SENCO or the Principal.</p> <p>If you do not feel the issues has been resolved at this stage then the complaints procedure details the different stages to a complaint and this can be found on the school’s website. We would hope that through early intervention any complaints would be resolved without the need for this stage.</p>

made at school?	
Who can young people and parents contact if they have concerns?	Pupils may raise a concern with their teacher or indeed a member of staff with whom they have a good relationship.
What support services are available to parents/carers ?	We hold regular events including coffee mornings to bring about a community approach to the Academy. We also listen to parent/carers concerns and needs and provide a signposting service where appropriate i.e. early help referrals to support parent/carers.
Where can the Local Authority's local offer be found?	On the website https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9 SEND enquiries: enquiries@nottsc.gov.uk
List of useful telephone numbers	APTCOO: 01623 629902 Parent Partnership: 0115 804 1740 LA SEND: 01159 823823 Social Services: 01623 520520 School Admissions 01623 433433



CAMHS (Emotional Health & Wellbeing) 01623 611469
Ollerton & Boughton Children's Centre 01623 861691