



SEND Information Report 2021-22

The Dukeries Academy

[#TransformingLives](#)

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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Aminah Javed	Acting SENDCo	Aminah.Javed@attrust.org.uk
Alistair Littlewood	LAC Governor	1alistairlittlewood@gmail.com
	Assistant SENCO	
Michelle Cleaver	SEND Administrator	michelle.cleaver@attrust.org.uk

Contact details of support services for parents of pupils with Special educational needs:

Support and advice is available from Nottinghamshire County Council.

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send> You can also access support on 0300 500 8080.

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

Information on where the local authority's offer is published:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

The Dukeries Academy Academy's Local Offer

1. The kinds of special educational needs provided for:

Refer also to Appendix A – Academy Needs Analysis

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 (2015) identifies four broad areas of SEN:

- 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.

2. How the special educational needs of pupils are identified and assessed:

- 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 Standards/Progress Leader concerns
- Information from outside Agencies
- Through Observations
- Via teacher feedback and referral

3. Our academy's approach to teaching pupils with special educational needs:

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:

- 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 (Student Support Unit).
- 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
- 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.

4. How we adapt the curriculum and learning environment for pupils with special educational needs:

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.

Alternative examination/qualification packages identified and delivered for those unable to access GCSE

Liaison between Subject leaders, Standards/Progress Leaders, Pastoral Leaders, Specialist Support Unit and SENDCo to discuss the most appropriate curriculum

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 SENDCo, Pastoral/Standards Leaders 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.

Involvement of specialist outreach support available in school and from outside agencies is sought for those pupils needing a multi-agency approach to working.

5. Additional support for learning available to pupils with special educational needs:

- One to one support where needed
- TA support in classrooms
- Interventions with specialist teachers.
- Interventions with TA's
- Ability set curriculum groupings.

6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

All students no matter their need take part in mainstream lessons including PE activities. The lessons, where needed are adapted to meet needs of particular students but students work together in lessons with or without special educational needs. Every effort is also made

7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

- Draw and Talk
- Counselling services
- Pastoral Leaders support
- Extended supervision at break and lunch times

8. How we assess and review the progress of pupils with special educational needs:

- 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.

- 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.
- Where needed alternative assessment tools are used to measure progress of the most complex and vulnerable SEND students.

9. The expertise and training of staff in relation to pupils with special educational needs:

- 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.
- The Academy supports all SEND staff in the continuing CPD training. This is all administered through PDR sessions twice a year, INSET days, DLC meetings and BlueSky training programmes. Teachers and support staff are provided with regular email and bulletin updates about students with SEN and best practice is shared across the team.
- There are trained safeguarding officers in school to ensure that pupils are effectively protected from harm.
- 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.

10. Equipment and facilities to support pupils with special educational needs:

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.

11. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

- 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.
- 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).
- 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.
- Some students will have allocated a mentor and parents will have access to regular contact either by phone or in person to the mentor
- Ultimately, the Academy operates an open door policy which enables parents to come into school to share any concerns.

12. How we consult pupils with special educational needs about, and involve them in, their education:

- Students are involved in meetings with parents and page profile meetings where they are able to voice their views.
- Student voice data is gathered termly via questionnaires and student interviews.

13. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

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, Pastoral Leader, Standards Leader and Transition coordinator.
- 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.

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.
- 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.

14. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

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.

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.

15. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

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, Standards Leader, SENDCo or the Principal.

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.

16. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

We have a robust system of reviewing our provision using Quality Assurance processes such as:

- Termly observations of Teaching Assistants
- Whole school observation process
- Carrying out pupil pursuits
- Gathering student and parent voice
- Analysing SEND students' progress data on a regular basis
- Annual report to the LAC committee.
- Discussing SEND students in weekly line management meetings
- Quality Assurance of Page Profiles and Provision Map data.

Meeting with key stake holders on a regular basis.

This evaluation report reflects academic year ending July 2021						
SEND profile						
Total Number of pupils on SEND register						
SEND Support		Education, Health and Care Plans			% of academy population SEND support EHCP	
103		9			15%	8.74%
% boys and girls		SEND and Pupil Premium % of SEND cohort		SEND needs breakdown should be shared with Governors using needs analysis template		
Boys 49 (48%)	Girls 54 (52%)	PP 49 (48%) SEND 13 (12%)				
Progress made by pupils with SEND						
Achievement – Year 11						
		All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP Non SEND and PP
Cohort size		13	90	11	2	7 42
Progress 8		0.38	0.48	0.05	-0.18	0.04 0.22
Attainment 8		35.1	46.2	35.2	34.5	27.0 42.68
Progress 8 English element		0.38	0.43	0.06	-0.61	-0.16 0.11
Progress 8 Maths element		0.49	0.49	0.04	0.12	2.15 -0.05
% Basics Level 4		30.8	58.9	27.8	50	14.3 52.4
% Basics level 5		15.4	32.2	18.2	0	0 30.9
Summary						
<p>The progress 8 for SEND students during the Academic Year 20-21, was a positive score of 0.38, which is in trend with the last few years of our results being above the National Average in terms of Progress 8. SEND pupils achieving the basics level 5 continues to improve every year.</p> <p>One pupil highlights the extent of achievements made through SEND support, having achieved an overall positive attainment 8 score of 1.46. We are extremely proud of this student who has overcome anxieties and barriers to succeed to the best of their ability and utilised all interventions and support systems in place.</p> <p>Selected SEND students also received additional one to one maths tutoring provided by the SEND team. There was also a whole school focus on SEND with the SENDCo attended all raising achievement meetings for SEND students, quality assurance of SEND pupil work, focused tutor sets (including a specific smaller SEND set), targeted curriculum pathways at KS4 where each student is looked at on an individual basis.</p> <p>Access arrangements were also in place for those identified by teaching staff.</p>						

Effectiveness of targeted interventions

One to one tuition, bespoke support and mentoring programmes have been successful, improving pupil data from -0.657 at Assessment Point 1 in Year 11 to 0.38 Progress 8 result at the end of Year 11.

SEND students also received appropriate access arrangements, and where possible key staff continued working with them through their exam period.

Subject curriculum intents show a commitment to a curriculum that is ambitious for all pupils including those with SEND. Curriculums reflected a clear understanding that teachers pitch material, so everyone is challenged and supported to make good progress.

TA's are always allocated to their areas of strengths which means they are more effective in the classroom and have the required subject knowledge.

There are also regular SENDCo meeting with parents at parents evening.

A weekly bulletin is also used to share information so that high profile students are identified to the SEND team and input and strategies are regularly discussed.

Introduction of Provision Maps Page Profiles embedded in Class Charts, allowing staff to be aware of any documented SEND pupils and their SEND needs. Staff can broadly discuss the areas of SEND and appropriate reasonable adjustments. The use of Class Charts has significantly improved the mapping and tracking of SEND pupils.

Wider Outcomes effectiveness for this cohort

Students with SEMH accessed draw and talk and counselling.

No NEET's as a result of post 16 transition/plans.

Attendance and exclusions

Overall attendance %		% of pupils PA 69 students with 15% absence		% and number of SEND pupils FTE or PEx 2 students PEx SEND 0.29% FTE 168 - all 24% SEND	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
89.65%	94.54%	13	56	50=7.25%	78 – 11.32%

Successes and interventions relating to attendance and exclusions:

Student Support Unit Provision has enabled wrap around support for some of the most complex SEND students and reduced the number of fixed term exclusions.

Use of other alternative provisions to increase attendance and confidence of vulnerable SEND students e.g. volunteering at the horses.

Use of tutors to better support students not attending, offering them bespoke curriculum packages they can access and plans for reintegration.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have.

- Autism Awareness: Weekly 'toolkit' resources, refreshing staff and SEND team knowledge of Autism.

- SEND staff expertise broadened, including involvement in academy wide INSET programmes including teaching and learning strategies.
- Draw and Talk continues to be a valuable intervention package to increase SEMH needs.
- Use of PIVATS to track students' progress show that all students make progress during these sessions. Draw and Talk sessions have been an addition to the most vulnerable students in a group form through our alternative provision of the Student Support Unit.
- ISP meetings with all SEND students and parents offered in the summer term. SENCO attendance to all parents' evenings and requesting appointments with all SEND parents.
- Applying for AFN and HLN bids so that students' needs can be better met through support networks. A marked increase in the amount of HLN funding received during the course of this year. This enabled appointment of additional SEND staff.
- Greater number of referrals made to outside agencies to access support, e.g. Spring Board referrals, EHAD's and PHP referrals.
- Seeking advice and working in partnership with services such as CAMHS, Educational Psychologist, Cognition and Learning Team and Specialist Teachers.

Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

The Dukeries Academy curriculum is to provide a broad and balanced curriculum that equips our students for life beyond school. All SEND students will have a school curriculum that is designed to meet their needs through quality first teaching and planned intervention strategies. A SEND student at the Academy no matter what their ability will experience a broad and balanced curriculum. Students' progress is tracked on a termly basis with subject interventions put in place. Personal individual needs will be met through bespoke timetables and interventions with the priority being on quality first teaching (with support from teaching assistants where possible) this will enable consistency. Use of individual support profiles detail the students need so that staff are aware of strategies needed in order to support the student within the classroom.

SEND Objectives for 2021-22

1. Host termly coffee evenings to strengthen the engagement of SEND parents, provide advice and celebrate student achievements.
2. Further develop the use of provision mapping to clearly evaluate staff deployment and intervention activity, with an exit criteria so SEND cohort size is monitored and students can exit the SEND register with demonstrations of impact.
3. Work with the Teaching and Learning Lead to build a universal understanding of 'adaptive teaching' and inclusive teaching methods to ensure this is part of the Dukeries Universal Offer
4. When pupils are underachieving, work with Teaching and Learning Lead/Middle Leaders to analyse effectiveness of teaching and support systems before deciding pupils have SEN needs.

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	41	45%	5.95%
	Autistic Spectrum Disorders (ASD)	41	45%	5.95%
Cognition and Learning	Moderate Learning Difficulty (MLD)	4	4.35%	0.58%
	Severe Learning Difficulty (SLD)	0		
	Profound and Multiple Learning Difficulty (PMLD)	0		
	Specific Learning Difficulty (SpLD)	0		
Social, Emotional and Mental Health (SEMH)		12	13%	1.74%
Sensory and/or Physical Needs	Visual Impairment (VI)	1	1.09%	0.15%
	Hearing Impairment (HI)	1	1.09%	0.15%
	Multi-Sensory Impairments (MSI)	7	7.6%	1.06%
	Physical Disability (PD)	7	7.6%	1.06%