

SEND Information Report

Review Date

September 2023

Ratified

October 2023

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment
to Education
Academy
Transformation
Trust

Transparency
and Integrity

Innovation and
Improvement

Dedication to
Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

The Academy's inclusion contact details are:	Link Governor for SEND	Mr Alistair Littlewood
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	Assistant Principal for Safeguarding, SEND and Alternative Provision	Mrs Aminah Javed
	Email:	aminah.javed@attrust.org.uk
	SENDCo:	Vicky Martin
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	Assistant SENCo:	Ms Clare Robinson
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Specialist Support Faculty Manager		Elizabeth Bowskill
		elizabeth.bowskill@attrust.org.uk

The academy makes provision for the following kinds of SEN	<p>TDA provides educational provision for a wide range of SEN needs. Students may be identified as having a Special Educational Need at any stage of their education and 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 need, all of which are supported here at TDA;</p> <ul style="list-style-type: none"> • Communication and Interaction (including Speech and Language needs and Autistic spectrum Condition) • Cognition and Learning (including specific learning difficulties and moderate learning difficulties) • Social, Emotional and Mental Health difficulties (SEMH) • Sensory and/or physical including physical disabilities, hearing and visual impairments <p>TDA does not discriminate against any type of SEN and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made TDA will seek to support any student in accessing the academy and its' full provision offer.</p>

The academy identifies and assesses SEN by:

- Information sharing with Primary Feeder schools
- SENDCo meetings with feeder schools
- Attending Year 6 annual reviews for students with an EHCP
- Through Assessment Information
- Teacher and or Pastoral team referral to SENDCo
- Team around the Child meetings
- SENCo observations of student in class and through interventions
- Meetings with parents/carers
- Screening for specific difficulties in literacy/numeracy/working memory and social, emotional and mental health.
- Parental concerns and following Nottinghamshire's concerning behaviour pathway
- Information from outside agencies.

Exam Access Arrangements

- No earlier than the end of year 9, an Assessment by a level 7 qualified member of staff to identify needs and assess in line with the JCQ examination board.
- SENDCo file note on area of need through teacher evidence.

The academy supports SEN in accordance with its policy framework which is set out at:

All TDA [policies and procedures](#) can be found on our website under Our Academy, then Policies or Procedures.

This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2015

These policies set out the academy's approach to:

- Assessing and review of the progress of children with SEND
- Adapting the teaching, curriculum and learning environment for children with SEND
- Making decisions on additional support in relation to children with SEND
- Ensuring inclusion of children with SEND with children without such needs across all academy activities
- Supporting the emotional, social and mental development of children with SEND
- Evaluating the effectiveness of our provision for our children with SEND

<p>The academy's staff have been trained and have expertise in the following areas:</p>	<ul style="list-style-type: none"> • All staff at TDA have access to a trust wide programme on supporting learners with additional needs and how to adapt teaching methods. • All staff receive regular training from County Specialists from the SFSS team which includes working with students with autism and demand avoidance behaviours. • The SENDCo ensures that targeted training is given to staff on more complex needs where necessary. • The SENCo has completed the Nationally accredited qualification required to be in the role of SENDCo. • There is a dedicated SEND and medical teams page for all staff where regular updates and reading material is posted to secure and enhance staff knowledge. • The school is a mental health school which means staff have access to regular training and some staff are trained as mental health leads. • Every two weeks there is a specific SEND briefing for all staff where information, best practice and specific details around SEND students is shared and communicated.
<p>The academy will secure equipment and facilities for children with SEND by:</p>	<ul style="list-style-type: none"> • Updating and reviewing the accessibility plan annually • Ensuring we are fully accessible by auditing resources annually with County Specialists e.g. physical disability team and Hearing and visually impaired team. • Applying for additional funding where applicable
<p>The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:</p>	<ul style="list-style-type: none"> • Annual Reviews (for those with EHCP's) • Parents' Evenings • Regular assess, plan, do, review cycles • Ongoing communication • Open door policy • Page profile reviews (at least termly)

<p>What our different from and additional to provision looks like:</p>	<ul style="list-style-type: none"> • Having an individual page profile with details of strengths, interests, specific needs how, to support as well as having personalised targets. • Adaptive teaching methods implemented by teachers • Extra adult support within a lesson (where necessary) • Inclusion hub support (Specialist Support Faculty) • Specific one to one and/or small group intervention tailored to need • Tracking progress using b-squared for those working significantly below age related expectations • Referrals to outreach services via Spring board meetings • Additional top up funding is sought for those with more complex needs • Draw and Talk and/or counselling services • Use of ICT to enhance and support learning and independence where applicable
<p>Ways in which TDA specifically support day to day</p>	<ul style="list-style-type: none"> • To aid concentration; Use of fidget toys, wobble boards and sensory breaks either in class or out of class to meet specific sensory needs • Use of early corridor passes and visual timetables. Use of communication cards where needed. • Ensuring students' have key workers who will check in with them at key points throughout the day • Restorative justice techniques between students and teachers • To aid dysregulation; Use of the calm room and/or timeout pass. Specific and targeted emotional literacy work e.g. zones of regulation, understanding anger and/or anxiety and strategies to reduce the strong emotions. • Reasonable adjustments around uniform and sanctions where necessary. • Working towards AQA certificates for those students' needing a highly adapted curriculum
<p>What Adaptive Teaching looks like at TDA</p>	<ul style="list-style-type: none"> • Memory recall starter in every lesson to ensure learning is embedded. Morning meetings also include curriculum content, which has been specifically taught therefore learning is continually re-visited.

	<ul style="list-style-type: none"> • Use of modelling within lessons. I, do, we do, you do, approach so that students' are specially taught skills and this can be seen visually. • Where there is additional adult support the TA uses the 'scaffolding framework' where they give the student confidence to work independently over time • Use of cold calling and 'track me' where questions can be targeted to specific students' ability and skilful questioning enables the student to extend their answers. • Use of learning aids to support an array of different needs which include but are not limited to; mini whiteboards, now and next sheets, key words on the board, avoiding the use of black pen on the whiteboard, number lines in maths, and the use of overlays.
How TDA support students' with SEMH	<ul style="list-style-type: none"> • Every student has a 'coach' that they see every morning and in the middle of the day and will actively check on students' well-being. • We have a whole school PSHE curriculum which is delivered during coaching time and covers topics to support students SEMH • Displayed throughout the school are the visual 'stress buckets' and this is taught to students on a whole school level. Draw and talk and counselling then support any students' that require further intervention.
Extra -curricular and leadership opportunities for students' with SEND	<ul style="list-style-type: none"> • All students are offered the same the extra-curricular activities at TDA • Where needed the Inclusion team support students to attend extra-curricular • Inclusion team support students' in year 10 to find suitable work experience placements
How we gather information to reflect and improve our practice	<ul style="list-style-type: none"> • We collect regular student voice each term to assess how students' feel about their support both in and outside of lessons • We complete regular learning walks and pupil pursuits as well as book trawls to see the quality of work and the school experience of a student with SEND. • We gather parent feedback on a regular basis including phone calls, reviews and coffee mornings.
Any concerns or complaints raised by a parent/carer of a	There is an opportunity for all parents/carers to raise concerns about their child's provision at any time through contact with

<p>child with SEND will be dealt with by the academy by:</p>	<p>either the Coach, Head of Year, Pastoral Leader or any member of the Inclusion team.</p> <p>If you do not feel the issues have been resolved at this stage then please refer to our complaints procedure which can be found on the school website.</p> <p>We hope that through early intervention any complaints can be resolved before this stage.</p>
<p>The academy works with other agencies to support children with SEND and their families:</p>	<ul style="list-style-type: none"> • Nottinghamshire County Intergrated children and disability services (ICDS) • Nottinghamshire County School support and family service (SFSS) • Mental Health Support Team • CAMHS • Health Related Education Team • Early Help Services • Other services as required
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and locally this can be accessed through:</p>	<p>The County's local offer website also provides lots of information and support for parents and families; www.nottshelpyourself.org.uk</p> <p>Ask us: askusnotts.org.uk/</p> <p>APTCOO (A place to call our own) www.aptcOO.co.uk</p>
<p>How we support pupils with special educational needs in transferring between phases of education and in preparation for adulthood and independent living:</p>	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open Evening with SENDCo and members of the inclusion team available • Year 5 and Year 6 Transition activities with feeder schools • SENDCo attends regular meetings with feeder primary schools • Open door policy for parents and carers to arrange a meeting with the SENDCo and/or member of the inclusion team • SENDCo visits students' and where necessary observes them in this setting. • SENDCo surgeries for parents/carers in the summer term of year 6. • Additional transition days for vulnerable and SEND students • Further enhanced transition bespoke for individual students' if required. • Attending Year 6 annual reviews for students with an EHCP <p>Year 11 to Post-16/Post-16 onwards</p> <ul style="list-style-type: none"> • Independent Careers advice (Year 9 onwards) • Careers education and prioritised time in KS4 • Mock interviews in Year 10 • Work experience and support to find suitable places if needed • Parents' Evenings

	<ul style="list-style-type: none"> • Early annual reviews and liaison with EHC coordinator for those with EHCP's • Enhanced transition visits • Support with applications and travel routes. • Parent/carer meetings • Meetings with local FE providers
The Local Offer produced by the Nottinghamshire Local Authority is available at:	www.nottshelpyourself.org.uk
What parents say about the SEND provision at the Academy:	<p>Parent 1: <i>'My son had a really difficult start to year 7 to the point he really didn't want to be in school, but with the help of the SENCO team we managed to keep him in school and devise a plan to help him get through each day. The start of year 8 was a tough time for him too but again with the help of the SENCO team especially his key worker and pastoral leader he is not only in school but going to pretty much all his lessons. I can honestly say if it wasn't for the team and especially those two ladies he would not be in school today. They have helped every step of the way and no matter the problem they have found a way to help'</i></p> <p>Parent 2: <i>'I would like to leave amazing feedback for the SENDCo and care assistant. My daughter has complex disabilities and as a result of the astounding professional support by the team they have made sure my child can gain an education alongside her disabilities. The SENDCo is one of a kind and extremely well educated in all fields of SEN, I am truly inspired by her dedication, her support and knowledge. It is very important now for mainstream schools to adapt for disabled children, and I surely can say with staff like this, Dukeries will have a bright future in educating all children to great success. This school gets how hard it is for all, under SEN circumstances and they do not give up in supporting the children and family all the way. Thank you so much'</i></p>

