



SEND Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on the website [North East Derbyshire Support Centre | Welcome \(nedsc.derbyshire.sch.uk\)](http://nedsc.derbyshire.sch.uk). You can ask a member of staff to send you the policy if you would like a hard copy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the academy provide for?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Mild speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is David Marlow

They have several years experience in this role and have worked as a Deputy Headteacher. David is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in June 2022.

They are allocated as many hours as the role needs each week in order to manage SEN provision.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a large team of TAs who are trained to deliver SEN provision.

All staff will have ongoing professional development throughout the year. Whole staff training allows for the opportunity to share knowledge, strategies and experiences to ensure consistency of the academy's approach for supporting pupils with SEND. Staff have access to SEND resources and

information that provides staff with up to date information. This includes information from external support services where appropriate.

Recent training includes:

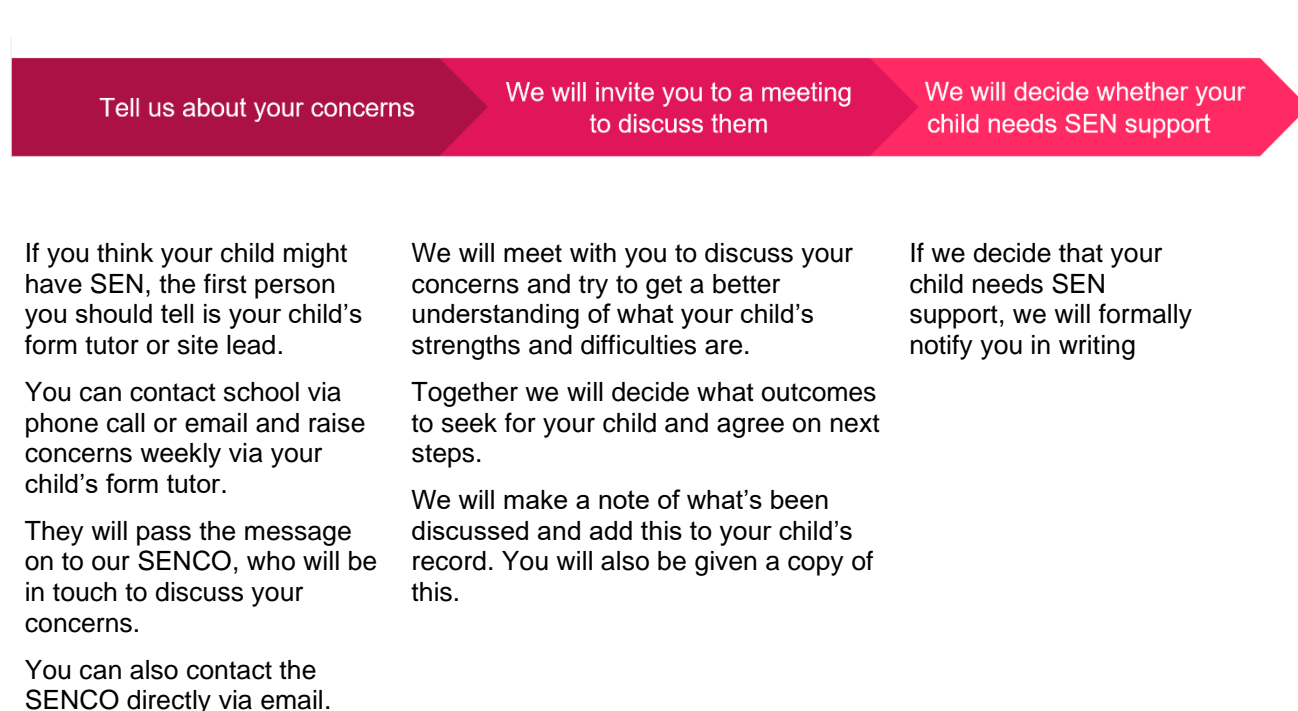
- Annual Safeguarding training
- Mental Health First Aid
- First Aid
- Autism CPD
- Pedagogy
- ILP setting
- Mental Health Awareness
- SEN Code of Practice

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Educational psychologists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?



4. How will the academy know if my child needs SEN support?

All pupils who attend our academy require SEN support or have an Education Health Care (EHC) Plan. Pupils are admitted to our roll if they meet the following criteria:

- They are in Year 3 to Year 11
- They have been permanently excluded from a Derbyshire mainstream school / or are at risk of permanent exclusion
- They have taken up residence in Derbyshire and have been previously permanently excluded from a mainstream school in another county
- They have taken up residence in Derbyshire and have been previously attending a Support Centre for permanently excluded pupils, in a county where the Local Authority operate a policy of preventing permanent exclusions by placing pupils in a Support Centre and who would have been permanently excluded but for this policy
- The educational needs of the pupil can best be met by this Support Centre

All of the pupils attending our academy will automatically receive additional support with higher staff ratios, smaller classes and more consistency throughout the academy day. All pupils are automatically receiving additional support above and beyond all pupils in mainstream and so all are added to our SEN register. However, it may become apparent that your child requires further support to help them make the expected level of progress in their schoolwork or socially. Signs may include changes in your child's behaviour such as refusing to complete work, refusing to read, refusal to enter a classroom or insisting that they sit in a certain position in class. Some pupils may inform us that they prefer to work on a certain coloured paper or write with a particular pen.

All of our pupils have baseline tests completed when they come to roll so we know exactly what level they are working at. Teachers will try to find out if the pupil has any gaps in their learning which many of our pupils will have due to disjointed schooling previously and/or poor attendance. If they can find a gap, they will try to address this. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the academy generally to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, site lead and form tutor, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

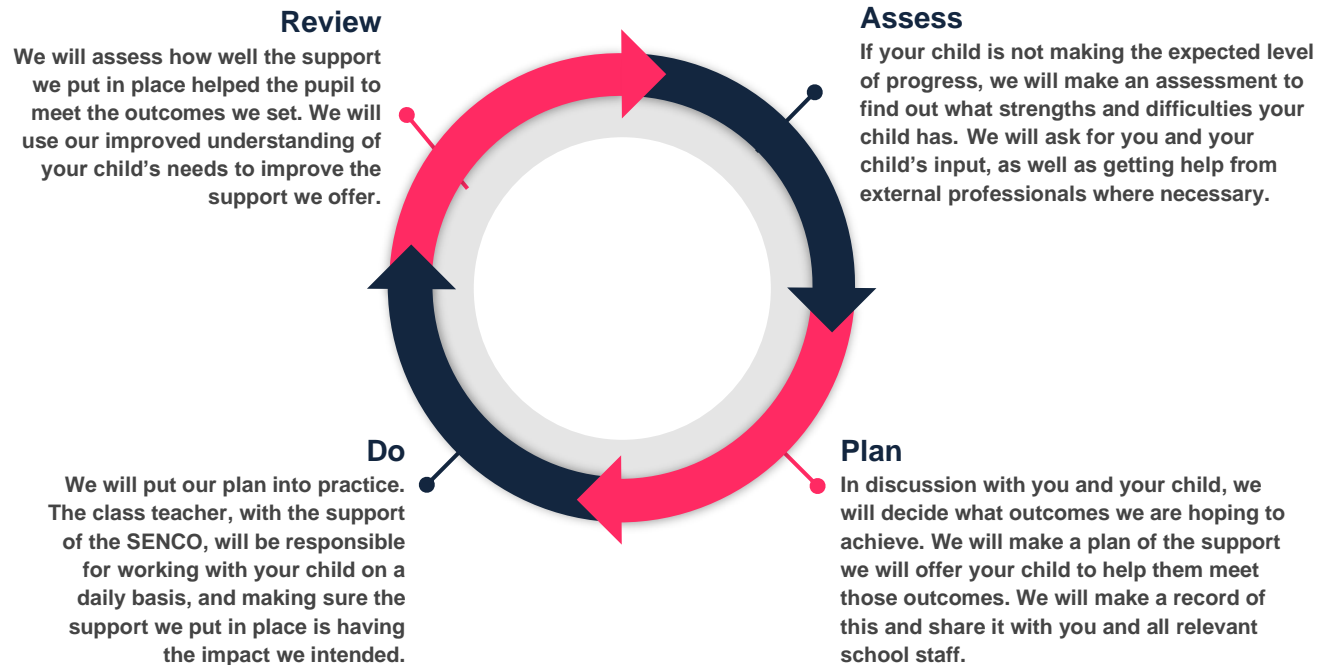
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their specific need will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

All pupils are set individualised learning targets 3 times per year. All pupils have their progress measured against these targets. All pupils also have subject specific targets set and progress is measured for these 6 times per year.

6. How will I be involved in decisions made about my child's education?

We will provide reports 6 times per year to provide information about your child's progress. Much of this will be data driven, but at least once per year you will also be provided with a written report.

Your child's form tutor will contact you weekly and will also be responsible for informing you of your child's ILP target 3 times per year. Contact can be via phone call, online Teams meeting or face to face on site or in your home if you prefer. The purpose of the ILP is to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of the academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any changes to the ILP targets that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor.

7. How will my child be involved in decisions made about their education?

Upon admission pupils complete a one page profile. This will provide information about the pupils likes and dislikes and what they feel helps them learn best. We value and celebrate each pupil being able to express their views on all aspects of school life. This is usually carried out through regular meetings of pupils with their keyworker and through pupil voice questionnaires. If your child has an EHC Plan, they will be involved in reviewing their own outcomes.

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the academy adapt its teaching for my child?

Your child's teacher are responsible and accountable for the progress and development of all the pupils in their class and for all those that they are a form tutor for.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum whilst they are on roll at our academy.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is identified as a required strategy
- Teaching assistants will support pupils in small groups when this is identified by the class teacher
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables around all sites and rooms
	Mild speech and language difficulties	Clear visual and verbal cues
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing frames, coloured overlays, coloured paper, larger fonts
	Moderate learning difficulties	High quality teaching, adaptations to lesson materials and content, different qualifications available at Ks4, use of TAs, 1:1 delivery where required
Social, emotional and mental health	ADHD, ADD	Short 40 minute lessons, access to a TA to remove from class if required for short periods and return, time out cards, form tutor allocated, kinaesthetic subjects such as cooking, art and active personal development, boxing timetabled
	Adverse childhood experiences and/or mental health issues	Allocated form tutor, small classes of up to 10 pupils, 1:1 out of class where required, access to counselling on site, Think for the future sessions weekly for KS3 or 1:1 for KS4 if required
Sensory and/or physical	Hearing impairment	TA to be allocated in class
	Visual impairment	Limiting classroom displays, seating plans to be near to the board
	Physical impairment	Lower adjustable table if required, wheelchair accessible corridors and doorways, sites on one floor.

These interventions are part of our contribution to The Derbyshire County Council's local offer.

Other interventions include:

- Phonics
- Guided Reading
- 1:1 TA support

- Think For The Future: Class, small group and 1:1
- HOPE Programme 1:1 Counselling
- Lego Therapy
- Sleep Education
- Tutor Time
- Continuous PSHE provision personalised to pupil needs
- Designated keyworker
- Referrals to Talk Time, Sound Minds, Space 4U
- Enrichment events to increase team building and friendship opportunities

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term in their ILP
- Subject progress review 6x per year
- Reviewing the impact of any interventions such as phonics
- If your child is suitable for reintegration to mainstream
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

We also monitor effectiveness through:

- Behaviour/Attendance logs
- Lesson observations
- Scrutiny of pupils' books and work
- Consultation with external agencies
- Feedback from pupils and parents/carers
- Baseline tests and assessments to inform interventions
- Learning walks
- Planning scrutiny
- Annual reviews for EHC plans

10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The academy will seek funding support from the local authority if we require additional resources that are above and beyond our standard offer.

11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our activities and visits are available to all our pupils as all have SEN by being referred to our academy. All pupils are encouraged to go on our trips, however travel arrangements would have to be discussed for any child with a physical disability who is not able to travel on our academy minibus.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

- We are an AP academy and pupils are admitted to roll through the Local Authority when pupils are permanently excluded from mainstream school. EHCP pupils cannot therefore name our academy through the Annual Review process as this contravenes our admissions protocol and contract with Derbyshire.
- However, pupils who are permanently excluded may have identified SEN. These needs are provided to us on referral from Derbyshire so we can ensure we are equipped to meet the pupils needs before they come to roll.
- Pupils who are already on roll may be granted an EHCP whilst on roll. We may be named on your child's new EHCP, or you are entitled to name another school.
- Our admissions criteria states that we must admit excluded pupils to roll. This is regardless of SEN requirements. If we require additional resources we will produce a provision map and submit this to the local authority.
- Where we are up to pupil numbers, we will hold a waiting list. Pupils with an EHCP, or who are in care or very vulnerable would be a priority.

13. How does the academy support pupils with disabilities?

In line with the Disability Act, reasonable adjustments can be made to support SEND pupils to access a full curriculum. These include:

- Disabled toilets
- Disabled parking spaces and drop off/pick up access
- Teaching resources and equipment used are equally accessible to all pupils
- Every opportunity is given for pupils with special needs to participate in extra-curricular activities.

Equality and diversity are embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability etc. This is implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Pupils access equality and diversity learning opportunities in timetabled PSHE lessons and through the schools SMSC and British Values program.

14. How will the academy support my child's mental health and emotional and social development?

We promote a caring and supportive environment in which each individual is valued and respected. We have high expectations and recognise that all pupils need the foundation of positive mental health to benefit fully from all opportunities available to them. At some point, pupils may experience life challenges that can make them vulnerable, and our academy therefore plans to provide additional support and intervention to help pupils develop good mental health and wellbeing. The mental health and wellbeing of pupils will impact on their development, learning, achievement and experiences. Many of our pupils come to roll with mental health concerns, either diagnosed or underlying, or with low wellbeing. Our academy culture is proactive, and we welcome all opportunities to promote the importance of positive emotional health and wellbeing through the formal and informal curriculum.

We aim to improve mental health and wellbeing and give pupils the strategies they need to maintain a positive outlook. We hope that the life skills and emotional resilience acquired in childhood and adolescence will have a lasting effect moving into adulthood and help our pupils cope with challenges throughout their lives. We believe that by promoting emotional health and wellbeing that pupils will be happier, more confident, more motivated and that this will contribute to raising standards in our academy.

The emotional health of our pupils is fundamental to our philosophy, and we believe that emotional healthy pupils will be able to:

- Develop psychologically, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Become aware of others and empathise with them
- Have enhanced learning
- Improve attendance
- Improve behaviour
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Our academy recognises that transitions can be difficult for pupils with SEND and their families so take steps to ensure that any transitions are as smooth as possible. Support may include:

- Termly meetings.
- Transition planning meeting with staff
- Meetings take place between pupil and staff members on a weekly basis prior to attending new site
- Sharing of 1 page profiles
- Visit to new site with parent out of academy hours
- Teams meet up with peers who will be in class with / working with.
- Assessment and target data is shared
- PSHE curriculum, including taught sessions on coping with change
- Regular curriculum work to meet the Gatsby benchmarks.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf
- ASDAN careers short course to support with Post 16 planning and transition.

Between years

Our pupils come to roll at any point in the academic year as and when they are excluded from mainstream. However, if they are to remain on roll for the next academic year, they may remain with their form tutor. Our sites are very small with few staff and so all pupils have lessons with the full staffing team to. This assists with consistency.

Between schools

When your child is moving on from our academy through a successful reintegration this will be supported by a member of the inclusion pathways team (IPT) so there will be a familiar adult. Several visits or a trial placement will be organised before the pupils goes off roll from our academy.

For our dual registered KS2 pupils they have an organised phased transition back to full time at mainstream over a period of several weeks towards the end of their 2 term placement.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. Our careers Lead will take pupils for college interviews if required and meet with college or post 16 provider teams to ensure there is effective sharing of information.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our academy should be made to the SENCO in the first instance. They will then be referred to the academy's complaints policy.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

The Local Authority (LA) Local Offer. The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Derbyshire Local Offer can be found here: <http://www.derbyshiresendlocaloffer.org>

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

Derbyshire Information, Advice and Support Service (DIASS) provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. The service is impartial, confidential, and works at arm's length from the local authority. The advice is free and accessible to all parents of children with SEND. They also offer support for children and young people with SEND.

<https://www.derbyshireiass.co.uk/home.aspx>

Telephone: 01629 533668 Monday to Friday from 9:30am to 3pm.

Email: ias.service@derbyshire.gov.uk

We will work alongside parents/carers to offer support both in and outside of academy life.

- We will meet with you as and when to discuss how you feel the support being offered to your child is adequate and fulfilling their needs
- We will hold meetings with outside professionals where and when appropriate
- We can refer, with parents/carers consent, to the academy's Family and Student Support Team (FASST)

FASST can offer young people and their family solution focused support to overcome challenges and hurdles. This support can be family or community based or 1:1 sessions. They understand the challenging role of being a parent or carer and trying to balance supporting young people with managing the everyday demands of being an adult. They use a holistic and flexible approach to empower families and young people to be increasingly self-sufficient. We will work collaboratively with our education colleagues and those from specialist services to ensure the right service at the right time. They are trained to deliver HOPE, a project that delivers positive outcomes for young people that have an emotional need for support.

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages