City of Derby Academy
Special Educational Needs and Disabilities (SEND) Information Report

Department:	Safeguarding and SEND
Policy Owner:	Director of Safeguarding and SEND
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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. You can find it on our City of Derby Academy

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.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

This policy and information report is based on the statutory SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk) and the following legislation:

Children and Families Act 2014 (legislation.gov.uk), which sets out schools' responsibilities for scholars with SEN and disabilities.

The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The special educational needs co-ordinator (SENCO) is available to offer support and guidance and make sure outside agencies work well with you to provide a full service to meet your child's needs.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

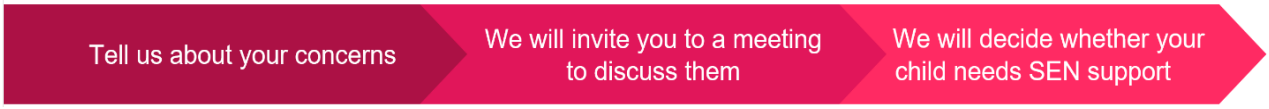
They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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



If you think your child/young person might have SEN, the first person you should tell is their teacher/tutor.
They will then put things in place to support your child/young person and may pass the message on to our SENCO.
You can also contact the SENCO directly.
SENCO: Miss Sarah Oakes
soakes@cityofderbyacademy.org
Deputy SENCO: Mrs Tracy Bates
tbates@cityofderbyacademy.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child/young person's strengths and difficulties are.
Together we will decide what outcomes to seek for your child/young person and agree on next steps.

If we decide that your child/young person needs SEN support, your child/young person will be added to the school's SEND register.

How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning and will then try to support these.

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 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 pediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with staff to support them at school.

How will the school measure my child's progress?

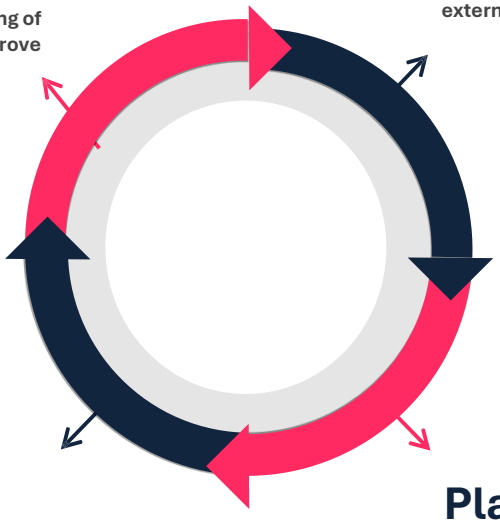
We will follow the 'graduated approach' to meeting your child/young person's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

If we run an intervention with your child/young person, 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/young person's progress.

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

We will provide reports on your child/young person's progress. Your child/young person's class teacher will meet you to:

- Discuss the support we will put in place to help your child/young person make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child/young person to do

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

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

If you have concerns that arise between these meetings, please contact your child/young person's teacher/tutor or key worker.

How will my child/young person be involved in decisions made about their education?

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

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

How will the school adapt its teaching for my child/young person?

High-quality teaching is our first step in responding to your child/young person's needs. We will make sure that your child/young person has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one 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/young person.

Please look at the accessibility plan on the school website These adaptations may include:

- Adapting our curriculum to make sure all children and young people are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper, visual timetables, larger font, etc.
- Learning Mentors may support some pupils on a 1-to-1 basis
- Learning Mentors may support pupils in small groups
- Ensuring pupils have a pupil passport, shared with all staff to identify the adaptions they need to be successful
- Providing reasonable adjustments such as passes to access break time support, avoid crowds or access areas to help children and young people regulate, for example the sensory room
- Offering carefully targeted interventions to develop children and young people's skills in a particular area as required
- Providing appropriate access arrangements to ensure that a pupil's performance in a test, exam or assessment reflects their knowledge and understanding, not the impact of their disability or difficulty.

How will the school evaluate whether the support in place is helping my child/young person?

- We will evaluate the effectiveness of provision for your child/young person by:
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Offering termly catch-up discussions with your child/young person's key worker to discuss progress and gather your views

How will the school resources be secured for my child/young person?

It may be that your child/young person's needs mean we will apply for additional funding. This may be needed for:

- Extra equipment or facilities
- More Learning Mentor 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/young person access their learning.

How will the school make sure my child/young person is included in activities alongside pupils who don't have SEND?

We make sure that there are no barriers to our pupils with SEND enjoying the same activities as other pupils in our school, including physical activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

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.

Risk assessments focus on reducing barriers rather than limiting participation and are completed in partnership with parents and carers.

We work closely with pupils to understand their needs and preferences, so they feel confident, safe and fully included in classroom learning and wider school events.

How does the school support pupils with disabilities?

Please refer to the school Accessibility plan on the website, it is used to look at how we:

- Increase the extent to which disabled children and young people can participate in the curriculum
- Improve the physical environment to enable disabled children and young people to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled children and young people

How will the school support my child/young person's mental health and emotional and social development?

We provide support for children and young people to progress in their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We have a 'zero tolerance' approach to bullying
- We ensure every child with SEND has access to a trusted adult (e.g. tutor, Learning Mentor, key worker) who checks in regularly and supports emotional wellbeing
- We offer targeted emotional wellbeing interventions such as ELSA sessions, Lego therapy, drawing and talking, social skills group, talkabout session or nurture support, depending on need.
- Where needed, we work with external professionals (e.g. Educational Psychology, CAMHS, school nursing, behaviour support services, counselling) to ensure pupils receive the right support at the right time

- We provide calm spaces, sensory rooms, movement breaks and access to regulation strategies so pupils can manage overwhelming feelings safely and return to learning confidently
- We offer supported social times such as lunchtime quiet areas, small-group games, peer buddies or mentoring to help pupils build friendships and reduce anxiety
- Teachers and the pastoral team closely monitor changes in behaviour, mood or engagement and act quickly to identify emerging mental health needs, with parents involved at every stage
- Where wellbeing affects attendance or safety, we work collaboratively with families and agencies to develop supportive plans that reduce barriers and keep the child engaged in school life

What support will be available for my child/young person as they transition between classes or settings or in preparing for adulthood?

Between years
To help pupils with SEND be prepared for a new school year we:

- Transition information is shared as they are preparing for transition.
- Share SEN support plans, EHCP outcomes, strategies and risk assessments with any new teachers and key adults

Between schools
When your child/young person is moving on from our school, we will ask you and your child/young person what information you want us to share with the new setting.

We will ask the parents of incoming pupils to discuss how we can best welcome their child/young person into our community.

We will allocate a trusted adult or peer buddy to help children settle.

We contact any previous school or setting to ensure a smooth handover of SEN documentation.

We provide enhanced transition for pupils who need it (e.g. extra visits to new classrooms, meeting new staff in advance, photo books, visual timetables).

We offer opportunities for pupils to meet Learning Mentors, pastoral staff and new subject teachers ahead of September.

We ensure key information (strengths, triggers, successful strategies) is passed on through structured handover meetings between staff.

We offer a Y7 soft start class with fewer teachers and transitions between classes to support those children/young people who find change most difficult.

Onto adulthood
We provide all our children/young peoples 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.

We support transitions to further education, apprenticeships or training by liaising with post-16 providers and arranged supported visits.

What support is in place for looked-after and previously looked-after children and young people with SEN?

The designated teacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after child/young person'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 children and young people 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.

The designated teacher, SENCO and virtual schoolwork closely together to monitor progress, attendance and wellbeing, ensuring early identification of any additional needs.

We prioritise predictable routines, strong relationships, emotional regulation strategies and safe spaces to re-cue anxiety and support engagement.

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

Please look at the school's complaint procedure.

If you are not satisfied with the school's response, you can escalate the complaint.

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

What support is available for me and my family?

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.

To see what support is available to you locally, have a look at the Derby City and Derbyshire Local Offer.

Derby SENDIASS are the special education needs, advice and support service for Derby City. They can provide free, impartial and confidential information, advice and support to children (0-15) and young people (16-25) with SEND who live in Derby City as well as their parents and carers.

Derbyshire families can find support from the Derbyshire information, advice and support service for SEND.

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

IPSEA
SEND family support
NSPCC
Family Action
Special Needs Jungle

Glossary

- **Access arrangements** – special arrangements to allow scholars 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.
- **EHCP** – 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, which explains how the school supports scholars with SEN
- **SEN support** – special educational provision which meets the needs of scholars with SEN
- **Transition –** when a pupil moves between years, phases, schools or institutions or life stage