



CITY OF DERBY ACADEMY

SEND Information Report 2019

(Review Date April 2020)

SEND Information Report 2020

(Review date July 2021)

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Introduction

Thank you for taking the time to look at this page. Our Information Report hopes to answer questions you may have regarding how we will cater for your child's special educational needs. At the City of Derby Academy we are careful not to over-identify SEND and therefore adhere closely to the guidance in the SEND Code of Practice, 2015 which states:

Xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be provided for him or her (P15)

And

Xiv. A child of compulsory 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 (P16)

Will my child fit in?

The City of Derby Academy values pastoral care and we work hard to help the children and young people build up positive self-esteem and a sense of belonging. Underlying our ethos are the principles of community, tolerance for others and inclusion. Students

and staff work together to achieve a learning environment which is friendly, supportive and happy in which achieving potential is recognised academically and creatively as well as socially and emotionally

There is a diverse intake of students, with many cultures, nationalities and languages represented. The Academy is committed to ensuring that, where appropriate, all students are in mainstream lessons, receiving lessons designed to be accessible for all students.

Section 1 Who is SEND provision for?

At the City of Derby Academy, we aim to meet the needs of all learners, including those with SEND. Underachieving students are supported by departmental short term interventions and accessible, inclusive teaching approaches when possible. The SEND team supports this process through offering staff training and consultation around individual student needs in order to address barriers to learning.

Communication & Interaction e.g. Autism Spectrum Disorder (ASD)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can effect how they relate to others. (SEND Code of practice, 2015, p27)

Cognition and Learning e.g. moderate learning difficulties

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as slow processing, dyscalculia and dyspraxia. (SEND Code of Practice, 2015 p.97-98)

Sensory and / or Physical Difficulties e.g. Hearing impairment

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. (SEND Code of Practice, 2015 p.97)

Social, Emotional & Mental Health Difficulties e.g. Anxiety, ADHD

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging and disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, trauma and attachment resulting in self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (SEND Code of Practice, 2015 p.98)

Section 2 – What support do we offer?

Please read the information below to explore the range of support we offer at the City of Derby Academy. These lists are not exhaustive and are subject to change depending upon the needs of the academy cohort at any given time.

The extended Learning Team includes a SENCO, Deputy SENCO, two specialist English as an Additional Language instructors, seven learning mentors and a dedicated administrator.

Social & Emotional Support (Including Communication)

If needs are identified your child will have access to:

- Close monitoring from the pastoral team (Head of Year, Deputy Head of Year and Form Tutor) who will communicate regularly and closely with the SENCO.
- The Deputy Head of Year will communicate with home, listen to your child's concerns, help develop problem solving and self-regulation strategies, help with self-organisation and help to manage social relationships within the academy environment.
- Additional academy visits and opportunities to meet with staff to help with transition anxieties and to find an appropriate progression route and setting.
- Support with referrals to counselling services such as the school nurse, **Build Sound Minds** and CAMHs.
- Short time targeted intervention programmes to help promote resilience and emotional literacy.
- Access to **areas where students have the time and space for self regulation include the excel room, box clever room, 'our space' and the sensory room**
- Adult supervised area at break times and lunchtimes.
- Local Authority external agencies (Children and Adolescents Mental Health Service (CAMHs), Speech and Language Team (SALT), Specialist Teachers Education and Psychology Service (STEPS), **School Health and Social Care**.
- **Pastoral support to listen to the views of the students with SEND including access to resources to explain coronavirus and manage anxiety.**
- **If needs are identified in consultation with the student and parents a placement in the CODA Connect programme maybe allocated.**

Academic Support (including support for Literacy and/or Numeracy difficulties)

If needs are identified your child will have access to:

- Literacy and numeracy short time targeted intervention programmes.
- **Assessment for the inclusion in the specialist catch up literacy and numeracy Ignite class**
- Writing aids e.g. pencil grips, handwriting pens
- Visual timetables.
- Coloured overlays
- Differentiated work.
- Screening tests for literacy and numeracy difficulties.
- Exam support arrangements.
- Reading pens
- Laptops
- **Work for home will be adapted for individual needs**

Sensory & Physical Disability Support

If needs are identified your child will have access to:

- Radio mikes worn by teachers.
- Res Q Mats for emergency fire evacuation
- Designated disability parking bays
- Ramps for all outdoor access points
- Several accessible toilets on the ground and first floor
- Specialist hygiene room with a fitted hoist, height adjustable changing bed and shower facilities.
- Accessible equipment in practical areas eg. Height adjustable sinks and hobs in the Food Technology classrooms
- A lift to the first floor
- Adapted or modified resources e.g. enlarged, simplified text.
- Voice activated software
- Laptop
- **Reading pens**
- **Work for home will be adapted for individual needs**

Section 3 – How do we identify SEND?

Students may be identified at year 6-7 transition in liaison with the Primary school staff Head of Year 7 and SENCO.

At the City of Derby Academy we aim to identify students with Special Educational Needs early as we believe that this will help students to achieve their full potential. The systems outlined below are to help this process.

Step 1: Pastoral Teams review the academic data for their year groups 3 times a year, across all subjects.

Step 2: Tracking Meeting - SENCO and Heads of Year discuss the students who are not making the expected levels of progress and determine action plans.

This may result in:

- a) Increased pastoral and academic or SENCO monitoring in specific subjects.
- b) Further assessment e.g. reading and processing difficulties

- c) SENCO/pastoral team lesson observations to better understand the barriers to learning.
- d) Team Around the Child meeting with subject staff to improve accessibility to learning.
- f) The implementation of extended provision.
- g) A referral to an outside agency for further assessments

Step 3: SENCO to review the progress made for the next two data collection points and liaise with staff, students and parents in order to judge whether adjustments to the provision need to be made.

Section 4: How do we check that our provision for SEND students is good enough?

The City of Derby Academy is committed to expanding and improving the provision on offer to students with additional needs.

To support this process, the SENCO

- Monitors and tracks the attainment data of students on the SEND Register to ensure that extended provision is effective across the curriculum.
- Review and evaluate the effectiveness of extended provision and plan appropriate next steps.
- Check that lessons are accessible for all students on the SEND Register and that teaching staff are offered appropriate training to be able to meet the needs of all students.
- Provides teaching staff with information to enable them to plan effective accessible lessons **and home learning tasks.**
- Quality assures the interventions and makes recommendations for improvements.
- Is included in the Derby SEND School Peer Challenge Programme 2018-20
- Attends the University of Derby SEND Network meetings and Secondary SENCO network meetings

In brief, we use the following information to help us monitor the progress of pupils with SEND:

Analysis of Student Performance Data	<ul style="list-style-type: none"> • Termly progress and attainment data. • Student behaviour data. • Attendance. • Feedback from teachers, parents and students.
Accessible Teaching and Quality Assurance	<ul style="list-style-type: none"> • Staff training evaluations. • Observations of students with SEND across different subjects to evaluate effectiveness of strategies, interventions and student engagement. • Observations of extended learning to ensure impact and positive outcomes.
Communication of Student Needs	<ul style="list-style-type: none"> • Communicate individual student needs through whole staff training, staff meetings and briefings.

	<ul style="list-style-type: none"> • Include classroom strategies for SEND students on the SEND list and information of SEND need and specialist assessments and support from other professionals. • When appropriate share student and parent views, wishes and concerns with staff.
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Section 5: Will your child access the academy's curriculum?

As much as possible, students will have full access to the National Curriculum, extended provision might be provided if this meets the learning needs of the student.

The City of Derby Academy may provide, if necessary:

- Literacy intervention programmes.
- Numeracy intervention programmes.
- Inclusion in the Catch Up literacy/numeracy Ignite class for identified students.
- Social and emotional wellbeing support interventions.
- Specific subject interventions targeted around achievement and progress.
- A personalised curriculum for students with specific strengths and weaknesses from year 7 onwards.

Section 6: Will your child be included in activities outside the classroom including academy trips?

All students are included in trips or visits off site.

Risk assessments are carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. When needed, a member of the extended learning team will accompany a student to enable their inclusion.

A range of extra-curricular activities are offered during the school day and students with SEND are encouraged to take part according to their individual interests.

Section 7: How will we support your child's health and emotional well-being?

Wellbeing is supported through the following:

- Teachers have knowledge and understanding of students in their care and know where to get further information if necessary.
- Students who are experiencing difficulties will be discussed in a weekly meeting which is attended by Deputy Heads of Year, Designated Safeguarding Lead / SENCO, Child Protection Officer and the Wellbeing Co-ordinator.
- Students' medical needs are addressed in accordance with the statutory guidance on supporting students in schools with medical conditions, and medicines are administered in line with the academy's Medicine Policy
- Some students may have a Medical Care Plan
- Sign posting and referral to external agencies to support the wellbeing of the student ; Kooth, School Health, Build Sound Minds and CAMHS.
- Lunchtime support

- Behaviour support strategies and interventions
- Peer support from our trained wellbeing ambassadors

Section 8: How do we support transition between schools for SEND students?

The SENCO liaises with the primary SENCO to discuss a student's needs. As necessary additional visits and academy tours can be planned. Year 11 are supported as needed in liaison with the HOY. This may include additional support with applications, visits to colleges and 6th forms and liaison with the appropriate staff.

Section 9: Expertise and Training of staff

The SENCO and Deputy SENCO have completed the National SENCO Award

16 staff are Autistic Champions

All safeguarding courses are kept up to date

Seven staff are fully trained in manual handling.

TO BE DELETED Three staff are trained to support hydrotherapy sessions

The SENCO is a Level 7 Assessor for exam access arrangements

Team of first aiders

Specialist teacher for the IGNITE classes

All Learning Mentors and Deputy Heads of Year are trained Emotional First Aiders, are trained in Adverse Childhood Experiences (ACES) and Boxall Profiling.

All learning mentors are trained in talking art and lego therapies.

Section 10: How We Work with Parents

Three times a year the parents of SEND students are invited to review meetings with the extended learning team, if they cannot attend parents are welcome to contact the SENCO or Deputy SENCO to discuss their child's progress and concerns either online or via a phone call

The SENCO is present at all parent's evenings.

Throughout the year parents are welcome to contact the SENCO and Deputy SENCO to discuss their child's progress and concerns.

Students review their SEND student passport with the extended learning team three times a year.

Section 11: Arrangements for Consulting Children and Young People

There is an Academy Student Council which has elected student representatives from each year group. There are year group councils led by the Head of Year and includes elected students from each tutor group. All students are encouraged to take part in this process regardless of their need and or disability.

A person-centred approach is used at the City of Derby Academy. Students with SEND are invited to all SEND reviews. If they do not wish to attend their views are gained by academy staff prior to any review meeting.

Section 12: Working with the Governing Body

The Governing Body' in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for students with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the academy.

The Governing Body will ensure that:

- The necessary provision is made for any student with SEND
- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in academy activities alongside others, so far as is reasonable, practical and compatible with their needs and the efficient education of other pupils
- The Academy has shown regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- Parents are notified if the academy decides to allocate SEND provision for their child
- They set up appropriate staffing and funding arrangements, and oversee the Academy's work for SEND

Section 13: Dealing with complaints:

Parents who have a concern regarding the provision for their child's SEND should contact the SENCO in the first instance. Should you remain dissatisfied your specific concerns should be addressed to the Headteacher. If you are still unhappy the Chief Executive of the QEGS MAT or member of the Governing Body for SEND should be contacted and a meeting arranged.

Section 14: Who is responsible for SEND?

Mr Phil Smith- Principal
Mrs Pam Bancroft SENCO

Section15: The Local Offer

Derby's Local Offer provides information and advice on services for 0-25 year olds with special educational needs or disabilities.

Call on 01332 640758

Online www.derby.gov.uk/sendlocaloffer