

CITY OF DERBY ACADEMY

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SEND Information Report

October 2024

City of Derby Academy is an inclusive 11 to 16 mainstream secondary school.

City of Derby Academy's vision is to improve the life chances of all our young people by ensuring they receive the very best education. Our aim is to provide a happy, safe, and stimulating environment based on mutual respect and shared values and equip our young people with the skills and qualities to successfully manage the challenges of their future.

SEND stands for special educational needs and, or a disability.

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.



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<p>1. Who is our Special Educational Needs Co-Ordinator (SENCo) and how can you contact her?</p>	<p>The Academy SENCo is Mrs Alexandra Scanlon Telephone: 01332 270450 Email: ascanlon@cityofderbyacademy.org</p>
<p>2. What types of SEND do we provide for?</p>	<p>Children will be included on the SEND register if needs are identified in the following areas:</p> <ol style="list-style-type: none"> 1. Social, Emotional and Mental Health (SEMH) <i>E.g. Children experiencing emotional, social or mental health difficulties for example attention deficit hyperactivity disorder (ADHD)</i> 2. Communication and Interaction (C & I) <i>E.g. Children on the autistic spectrum, speech and language difficulties.</i> 3. Cognition and Learning (C & L) <i>E.g., Children with a specific learning difficulty such as dyslexia, dyspraxia</i> 4. Sensory and Physical (S & P) <i>E.g. Children with a sensory need or physical disability such as sensory processing disorder, visual impairment, hearing impairment, cerebral palsy, epilepsy.</i> <p><i>We serve an above national average number of children with SEND, currently 18.4% and slightly below national average number of children with Education, Health and Care Plans, currently 2.4%.</i></p>



3. How do we identify children with SEND?

To identify and assess the needs of children with SEND the Academy uses the following methods:

- The Head of Year, SENCO and SEN support staff visit all feeder primary schools prior to transfer to the Academy.
- Analysis of primary school assessment data.
- Liaison with parents and other agencies working with a child or family (e.g. health professionals, social care).
- Subject baseline testing of all year 7 children on entry to the Academy.
- CAT testing of children in the academy at the start of the academic year or whenever they may join us.
- Referral system, where staff pass on any SEN concerns, they have about a child to the SEN team. Staff will be identifying children who are working at a significantly reduced rate compared to their peers when starting from the same baseline, are not matching, or improving their previous rate of progress or are failing to close the attainment gap between themselves and their peers and, or the gap is widening.
- Whole school tracking and assessment.



4. How do we assess and review pupils' progress towards outcomes?

Where children are identified as having SEND, the school will seek to remove barriers to learning and put SEN provision in place.

SEN support will take the form of a 'Graduated Response' process:

1. Assess

Analysis of the child by the subject teacher and SENCo involving their previous progress, attainment and behaviour and the individual child's development compared to their peers and national data. Parents /carers will be asked for their views and experiences and outside agencies if they are involved.

2. Plan

If the academy decides your child requires SEN support, parents/carers will be informed, and all academy staff involved with your child will be advised on how to address their needs in the classroom through the creation of a 'SEND Learner Passport'. The passport outlines your child's specific barriers to learning and appropriate strategies to overcome them.

3. Do

Interventions and support will be provided.

4. Review

The effectiveness of the intervention/support will be reviewed regularly and amended if necessary.

In addition to the graduated response the students' progress and achievements will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.



<p>5. How do we involve children, parents/carers?</p>	<p>We aim to have any conversation regarding the identification of any special educational provision as early as possible, these conversations serve to reassure children and their parents/carers that:</p> <ul style="list-style-type: none">• Academy staff will work closely with children and parents throughout the Assess, Plan, Do and Review process to ensure that everyone develops a good understanding of the child's areas of strength and difficulty, everyone agrees on the outcomes we are seeking for the child and are clear what the next steps are.• We will always take the child and parent/carers views and wishes into account when determining the support that is needed and whether we are able to provide it by adapting our core offer or whether something different or additional is required.• We will formally notify parents/carers when it is decided that a pupil will receive SEN support and therefore be placed on the SEND register.
	<ul style="list-style-type: none">• The SENCo is available at all parents' evenings, in addition to this, parents and carers are welcome to meet with the SENCo, Deputy SENCo or the child's keyworker as and when required to discuss concerns and progress.



6. What is our approach to teaching children with SEND?

The City of Derby Academy has four levels of support in place:

- **Education, Health and Care Plan (EHCP)** – Students who have an EHCP have specific provision to address their individual needs that are explained in their plan. The SENCo consults with the local authority responsible for the plan and will work alongside them to secure the resources the Academy needs to meet the requirements of the plan.
EHCP's are compiled by many different specialists involved with the individual child and the school has a statutory duty to adhere to the provision detailed in the final plan which could consist of, for example, regular advice, meetings and updates from social and or health care, 1:1 and small group intervention in and out of lessons, allocation of a key-worker, individual provision mapping, annual review meetings, access arrangements for exams, transport to/from school, and offsite provision with specialist providers.
- **Specialist Support, Wave 3** – Children placed at this level are given additional highly personalised interventions and receive quality first teaching in all lessons. These children often receive support from outside agencies.
E.g. Strategies for these children can include regular advice, meetings and updates from social/health care, 1:1 and small group intervention in and out of lessons, allocation of a key-worker, individual provision mapping, annual review meetings and access arrangements for exams.
- **Targeted Support -Wave 2** -Children placed at this level are given additional intervention for them to work at age related expectations and receive quality first teaching in all lessons.
E.g. Strategies for these learners can include 1:1 and small group intervention in and out of lessons, allocation of a key-worker, individual provision mapping, review meetings and possibly access arrangements for exams.
- **Universal Support -Wave 1 (Monitoring)** – It is imperative that children monitored at this level should receive quality first teaching in all lessons.
E.g. Strategies for these children are down to the classroom teacher who works closely with the SEND team to determine how they feel they can best support the child and their area of need. Strategies/interventions may come in the form of effective questioning, seating arrangements, high expectations, exciting/engaging lessons, group/individual work, different learning styles, adherence to a whole school marking policy and effective use of the Academy's reward system.

All teachers at The City of Derby Academy are teachers of SEND and recognise the importance of high quality first teaching. Teachers work hard to remove barriers to learning through differentiation and sharing good practice.



<p>7. How have we adapted our curriculum and learning environment to support children with SEND?</p> <p>(Please read this section alongside our Accessibility Plan and CoDA Curriculum Document, both available on our website).</p>	<p>All children who attend the Academy have access to a broad and balanced curriculum. Children with complex SEND are included in mainstream lessons so far as is practical and compatible with their individual requirements.</p> <p>Following liaison with feeder primaries, discussions with parents and other agencies and after meeting the children during admissions or transition visits, students who have been identified as needing additional support are taught in our soft-start to secondary class for Y7. This class have fewer teacher changes, fewer transitions between lessons and a smaller class size to enable them to move from primary school to secondary school successfully. The year in our soft-start class enables us to accurately assess the students' needs and ensure they have the provision they need to successfully transition into the mainstream classrooms in Y8.</p> <p>Children on the SEND register (EHCP, Wave 3 and Wave 2) have a personalised 'SEND Learner Passport'. Learner Passports are created with input from the children (and parents/carers wherever possible) and are regularly updated. Teachers use the Learner passports to plan differentiated lessons to accommodate all learning styles and needs. Personalised strategies are identified which assist in removing barriers to learning and these can include:</p> <ul style="list-style-type: none"> • Changing teaching styles and content of the lesson. • Allowing longer 'thinking' time, providing lists of tasks which the child is expected to undertake, reading instructions aloud, pre-teaching of key vocabulary. • Using recommended aids such as coloured overlays, visual timetables, larger font, laptops, dictation software and reader pens. • Adapting our staffing and resources.
<p>8. How accessible is the school environment?</p>	<p>Please refer to our Accessibility Plan (found on our website).</p>



9. What additional support can we offer to your child?

All children with Education, Health and Care Plans (EHCPs) and those on wave 2 and 3 of the SEN register are allocated a Key Worker. The Key Worker is a member of staff, working under the guidance of the SENCo, who is skilled and experienced around SEND. If your child is allocated a Key Worker, you will be informed by letter of how to contact them should you need to.

The role of the Key Worker is to:

- Have full understanding of the needs of individual children.
- Regularly update your child's student passport, inform the SENCo of any changes and address any issues or concerns.
- Liaise with teaching staff, parents/carers and outside agencies regarding the needs of individual children and their provision.

We have several Learning Mentors who are timetabled to provide in class support with students on a 1:1 and small group basis and deliver interventions 1:1 and in small groups.



	<p>Intervention sessions with our school dog can be offered where staff, students and parents/carers agree it would be of benefit.</p> <p>Access arrangements for examinations are available to children who have been identified through the Academy referral system and where evidence can be collated from classroom teachers that this is a normal way of working. These students are not necessarily on the SEND register.</p> <p>In addition, parents are welcome to contact the SENCO and express interest in their child undergoing testing to access help in examinations.</p> <p>The Academy draws on expert advice from a range of external organisations.</p> <ul style="list-style-type: none"> • Educational Psychologist • STEPS • Education and Welfare Officer • Physically Impaired Service • Hearing Impaired Service • Visual Impaired Service • Speech and Language Therapy • Occupational Therapy • CAHMS (Child and Adolescent Mental Health Service) • Social Care • School Nurse • The Dog Mentor
<p>10. How do we evaluate the effectiveness of SEN provision at the Academy?</p>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing the impact of interventions half term/termly. • Reviewing pupils individual progress towards their goals, e.g. EHCP annual reviews, termly review meetings with parents, revisit and update learner passports, annual progress report from subject teachers. • Ensuring student voice questionnaires are completed by children on our SEN register. • Ensuring parent/carer feedback of children on the SEN register is collated. • Ensuring all staff are offered appropriate CPD and training. • Adhering to the 'Graduated Response' process to inform effective/ineffective provision and next steps. • Acting on feedback from external reviews such as the SEND Peer Challenge Review, Graduated Response Program and OFSTED Reports. • Monitor lessons across the Academy, specifically for SEND. • Networking and sharing good practice with schools within our Trust and across the city. • Regular monitoring of the SENCo by the Headteacher, SEND Governor, governing body and Trust



<p>11. What SEND training and expertise do</p>	<p>Our SENCo, Mrs Scanlon has 25 years experience as a primary teacher and is currently working towards the NPQSENCO qualification. During that time Mrs Scanlon was the head of humanities, maths, ICT, art and DT as well as being involved in phonics and becoming an early reading champion. She is a qualified dyslexia specialist and is parent to a child with SEND needs herself.</p>
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<p>staff at the academy have?</p>	<p>Our Deputy SENCo, Mrs Bates has previously taught in mainstream primary schools and has worked as a behaviour specialist before moving to secondary education.</p> <p>We have a team of one specialist teacher and 14 Learning Mentors who are trained to carry out and deliver various interventions and procedures including:</p> <ul style="list-style-type: none"> • Autism Champions • Manual Handling • First Aid • Adverse Childhood Experiences • Lego Therapy • The Dog Mentor Programme • Catheterisation of young people • Safe-guarding • Emotion Coaching • Boxall profiling • ELSA • Mental Health First Aid • Talkabout Social and Communication Skills • Nurture • Phonics • Drawing and Talking • SALT support
<p>12. How do we enable children with SEND to engage in activities with children without SEND?</p>	<p>Careful consideration of all children is made when planning our curriculum which encourages all children to participate in engaging lessons and activities alongside their peers.</p> <p>All students are included in trips and visits offsite. Risk assessments are carried out prior to any off site activity and where required additional staff such as key workers and or Learning Mentors will increase adult to child ratios.</p>



13. How do we support your child's emotional, social, health and well-being?

(Please read this section alongside our Accessibility Plan, Behaviour Policy and Medicine Policy)

We provide support for pupils to improve their emotional and social health and well-being in the following ways:

- All Academy staff have knowledge and understanding of children with SEND in their care, this could be through a SEND Learner Passport, Medical Plan, Risk-Assessment or through discussion at weekly SLT/Heads of Year/Deputy Head of Year/Learning Mentor meetings.
- All staff are safeguarding trained.
- Break and lunchtime provision with adult supervision is available.
- A full timetable of extra-curricular activities after school, available to all students.
- Peer support from our trained well-being ambassadors.
- Students with SEND are encouraged to be part of the school council.
- Visual signposts around the Academy for students to self-refer themselves to external agencies such as Kooth, School Health and CAMHS.
- Appropriately trained staff who can refer students to external agencies such as Learn to Grow, School Care, Specialist Community Advisor, Build Sound Minds, CAMHS, Kooth, Single point of access and School Health.
- Spending time with our school dog.



	<ul style="list-style-type: none"> • Participation in whole school activity days involving activities on and off the academy site. • Intervention slots are available with our Emotional Literacy Support Assistant (ELSA).
<p>14. How can you let the Academy know you are concerned about your child's progress in school?</p>	<p>If you have concerns about your child, you should, in the first instance, contact your child's key worker, form tutor or subject teacher.</p> <p>If you have concerns that your child has an unmet special educational need after speaking to your child's key worker, form tutor or subject teacher you should contact Mrs Scanlon, the Academy SENCo ascanlon@cityofderbyacademy.org or 01332 270450.</p>
<p>15. How do we allocate SEND support to children within our school?</p>	<p>The Head teacher, SLT, SENCo, Heads of Year and Learning Mentors meet regularly to share and discuss information they have about SEND in the academy, including:</p> <ul style="list-style-type: none"> • Children who are currently receiving extra support. • Children who require extra support, assessments and or referrals. • Children not making as much progress as expected. • Changes in our students' circumstances which are affecting their personal and academic progress. • Assessments, reports, and recommendations from outside agencies. <p>All intervention is provision mapped to track academic and social/emotional progress; and is reviewed regularly, with any changes discussed and made in conjunction with the child, parent/carer, and staff, as and when required.</p>
<p>16. How will we support children as they transition from one setting to another?</p> <p>(See final additional section of this report: Special arrangements in relation to COVID-19).</p>	<p>Primary to Secondary</p> <ul style="list-style-type: none"> • Alongside the Transition coordinator, the Academy SENCo visits primary feeder schools prior to transfer to gather necessary information and ensure all staff are aware of any SEN before your child starts at the Academy. • Any child wishing to can visit the Academy at any time with their parents/carers or primary school representative. • For selected year 6 children with specific special educational needs there will be an additional 2-day transition program held at the academy, these 2 days are in addition to the year 6 common transfer days. • For selected year 6 children with specific needs, they will transfer into our soft start year 7 class. <p>Secondary to Further Education</p> <ul style="list-style-type: none"> • In addition to timetabled careers and 'Next Steps' workshops, lessons and events, we can arrange further careers advice, accompanied visits to college and support with applications where required.

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17. What other support services are available to

The **Local Offer** provides details of the range of SEND services available to individuals by the authority of Derby city. <https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/> or www.thelocaloffer.co.uk



<p>you as parents/carers?</p>	<p>Support services include:</p> <ul style="list-style-type: none"> • SENDIASS Free, confidential SEND advice and support for guardians, children, and young people up to the age of 25 years. <i>Phone - 01332 641414, Email - SENDIASS@derby.gov.uk, Text – 07800005190, Facebook- @derbysendiass</i> • Umbrella Offer person-centred support to families, children, or young people regardless of their disability. <i>Ronnie MacKeith Centre Royal Derby Hospital, Uttoxeter Road, Derby, DE22 3NE Telephone 01332 785658. Open Monday – Friday. 9.30am to 3.30pm</i> <p><i>Umbrella also provides meetings for guardians where a range of professionals are at hand to support. This occurs on the first Wednesday of each month 10am – 12pm at Trinity Baptist Church, Green Lane, Derby DE1 1RZ</i></p>
<p>18. What if you want to complain?</p>	<p>Complaints about SEN provision in the Academy should be made to Mrs Scanlon ourSENCo in the first instance, ascanlon@cityofderbyacademy.org or 01332 270450.</p> <p>Should you feel your complaint has not been dealt with effectively please contact the Head Teacher, Mr Adrian Harding.</p> <p>For more information regarding our complaints procedure please refer to our SEND policy available on the academy website.</p>
<p>19. Special arrangements made in response to COVID 19 and future Lockdowns.</p>	<p>To ensure that our students with EHCP’s are supported we will consult with families with regards to whether their child needs to attend school. We will ensure that every child’s needs are considered and will communicate our expectations for work to be completed at home on an individual basis.</p> <p>The offer shown below applies to any children that may need to be taught remotely. As stated in the government guidance:</p> <p><i>‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education’.</i></p> <p>Should there be any future cases where children are required to work from home, City of Derby Academy will ensure:</p> <ul style="list-style-type: none"> • Work will be set by class teachers. It will take in to account the needs of the students in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. • Teachers will check work regularly to gauge how well students are progressing through the curriculum.



- Weekly contact with children and parents/carers via Microsoft Teams or a telephone call, to ensure that the students' outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources with specialist content for students with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets, for learners who do not have suitable online access.

The offer shown below applies to any students with EHCP's who will continue to always have access to lessons in school (throughout any future lockdowns).

- Students will have access to their relevant curriculum through planned lessons, set by class teachers, which consider any well-being needs our students may have.
- Interventions will take place within bubbles. The Academy's Safe-Guarding team, Mental Health lead and Learning Mentors will deliver these interventions following government social distancing guidelines and hygiene.
- Resources that support our student's emotional and social development will be uploaded on to the SEND section of the school website. These will be updated on a regular basis.
- Students with SEND will have access to breakout spaces/quiet rooms, should they need time out of their classroom for any reason relating to their needs.
- Student passports will continue to be in place for students on the SEND register and all teachers will be aware of these.
- EHCP annual reviews or meetings will be held within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.
- Outside agencies will begin providing interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

Transition for our incoming learners with SEND may be affected by any future lockdown situation, please rest assured we will be contacting our feeder primary schools earlier in the academic year and continue to work alongside them and the local authority to ensure that important information is available and shared with the appropriate settings.