

De Warenne Academy

Brief description of the school

De Warenne Academy is a mainstream school which is part of the School Partnership Trust and a Doncaster maintained school.

De Warenne Academy will engage with all students whatever their ability need or interest and through the provision of a personalised programme of learning ensure that every student makes the most of their ability. The academy will work collaboratively within the framework of the School Partnership Trust Academies, all key agencies and other schools to provide a comprehensive, coherent and engaging educational provision. The academy acknowledges the value and worth of each student by providing a personalised learning programme to ensure that every student will be fully engaged in learning for life.

How we identify if your child may need additional help and/or has special educational needs (SEN)

According to the SEND Code of Practice (2014) there are four types of Special Educational Needs and Disabilities (SEND)

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical.

Every pupil with SEN or a disability in this inclusive school has an entitlement to fulfil their optimum potential.

The school is an inclusive academy. Students with special educational needs and disabilities are admitted to the academy in accordance with the normal arrangements, which apply to all students. All students who have a statement of special educational needs naming the academy shall be admitted to the academy.

The academy will adhere to the requirements and recommendations as outlined in the Code of Practice:

(i) Initial identification

The academy has procedures for liaising with its feeder primary schools. This forms the basis of the initial identification of students with SEND. On entry to De Warenne Academy from feeder schools students may be in one of the following categories:

- (a) they have a statement of special educational needs or formal assessment procedure is in progress;
- (b) they have special educational needs, which are monitored and reviewed according to the requirements of the Code of Practice.
- (c) They have no record of special educational needs.

Prior to entry to De Warenne Academy students are tested using the Suffolk Reading Scales. National Curriculum Key Stage 2 SAT scores are also considered. Scores on these tests will either confirm the information in (a) and (b) above or identify more students whose scores are significantly lower than the majority of students.

(ii) Later identification

A student's performance at De Warenne may give sufficient reason for observations to be put in place. These will probably fall into the following categories:

- (a) Prolonged periods of disturbed or unacceptable behaviour;
- (b) Frequent absences which necessitate the involvement of outside agencies;
- (c) Inability to cope with the normal curriculum for whatever reason e.g. concerns with communication skills, issues with concentration, concerns regarding personal organisation;
- (d) Students who have a disability which requires a modified curriculum;
- (e) Students whose home language is not English;
- (f) Students who have come from a different educational system and may need time to readjust.

The needs of most students will be met by appropriate differentiation of the normal curriculum and will be monitored by subject teachers.

All students have individual targets set in each subject.

Those students, who require additional support for the reasons as outlined above, will be noted according to the Code of Practice at Special Educational Provision and recorded as K on Sims. These students will then have a SEN Support Plans. All students who currently have an IEP will convert to SEN Support plans during the academic year 2014-2015.

For those students who currently have a Statement of Special Educational Needs this will continue until the Local Authority converts Statements into Education, Health and Care Plans (EHCP). In accordance with the DFE the Local Authority has until 1st April 2018 to do this.

The needs of students with statements of special educational needs will be continue to be reviewed according to the statutory requirements.

How we involve parents and carers in meeting the needs of their child and in whole school developments

All parents/carers of students who currently have an Individual Education Plan, or a Statement of Special Educational Needs are informed by post of the targets set at the beginning of the year. Parents are invited to attend the review process with the students and their Key worker. Reviews are held throughout the academic year, with meetings held annually, twice yearly or every term depending on the individual student and their specific needs. All parents are encouraged to attend Annual reviews for those students with a Statement of Special Educational Needs and a consultation form is sent to parents to complete before the review. In the case of students converting to a SEN Support Plan, over the academic year 2014-2015 parents will be invited in to attend review sessions as and when appropriate.

If there are any concerns from parents/carers regarding student's specific educational needs, whether they have a statement or Support Plan then parents should feel free to contact Ms Such at school as soon as possible. Further support and guidance can be found at:

www.doncasterchildrenandfamilies.info/thelocaloffer.html

How we will involve your child in the planning and review of their support

All students are involved in the review process. At the end of each academic year students review their targets with their allocated key worker. Each Key Worker, from

the Learning Support team has no more than 4 students each to ensure personal relationships are enhanced. At the end of year review students discuss the year's progress and write new targets for September. In September the students look at the targets with their key worker and discuss any concerns or issues they may have. Students are invited, and to date, have always attended their Annual Reviews. Students are also involved in writing their own 1 page pupil profiles and have ownership of the design process. Personalised pupil profiles will be written in conjunction with the SEN Support Plans.

How we match the curriculum, teaching and learning approaches if your child has SEN

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In the majority of curriculum areas students are grouped by levels of attainment. However these groups are reviewed regularly to take into account pupil progress. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning.

How we provide additional support if your child has learning needs

When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do and Review. This process forms part of the SEN Support Plan or/and the Annual Review Statement process. Further details of what Assess, Plan, Do and Review entail is found on the SEN policy.

In addition to this personalised review process the school also offer a number of different intervention packages available to students who need additional support but are not on the SEND register. The interventions used will be those that are proven to make a difference for most learners. The interventions are largely department based and include Maths Makes Sense programme, by Open University Press and the Ruth Miskin, Read, Write inc programme. We also offer ASDAN courses to Key Stage 4 and in addition individual departments offer extra support and intervention on an individual basis. Provision on these schemes does not mean the student has Special Educational Needs and these are packages put in place are part of our inclusive policy of learning and achievement for all. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by the child and a target outcome is set. Provision mapping of intervention and data assessment is the responsibility of individual heads of department, the class teacher or in the case of the Read, Write inc programme, the SENCO.

Students who reach year 10 and are identified as needing additional support in exams will be assessed in year 10 by the Education Psychology service. Provision as identified by the EPS will then be put in place in all relevant exams and coursework assignments. Parents and students are informed by letter of the outcome of all exam access testing.

How we provide additional support if your child has social and communication needs

Our current link with the ASCETs team is Ruth Robson. Ruth attends all reviews, provides specialist training to staff and has run several programmes with students on topics such as 'friendships and bullying' and 'relationships'. This work and package of support is then cascaded down to the LSAs who work with these students. School also works with the speech therapy service and the hearing

impairment children's team. In certain cases school have also accessed support from the Educational Psychology Service.

How we provide additional support if your child has physical, sensory and/or medical needs

The school is fully accessible with a lift that connects the two floors. The school is also up to code regarding Disabled toilet facilities with 6 disabled toilet facilities and a wet room. Ms Such (SENCO) is responsible for managing students with a medical need. The school operates a medical register and every student with a medical need has a Care Plan. We work closely with the School Nursing Service with our link being Mike Bell. The school has a Health Plan written in conjunction with Mike Bell and we follow the DfE Department of Health guidelines on Managing Medicines in schools.

How we provide help to support your child's emotional health and well being

The school meets with the school nursing team to write effective and informative Health Care Plans to meet the needs of students. Members of the Student Support team are CAF trained and when needed will complete Common Assessments and hold Team around the Child meetings and invite relevant agencies to attend. Weekly the school nursing team are in school to promote key health issues. The Inclusion Manager attends South MDT meetings with a variety of professionals weekly and discusses student's individual needs. We have a designated Teacher for CIC and they have a link worker who ensures their Pupil Premium is being used to meet their needs and is closely monitored.

Listed are some of the key agencies we refer to and link with to support the needs of Students at the Academy.

- CAMHS
- Project 3
- JASP
- Doncaster Trust – Targeted Family Support
- IFSS
- Education Psychology Service
- SPTA Inclusion Team
- Education Welfare
- CIC Team
- School liason Police Officer

How we promote developing independence

Students with special educational needs are fully integrated within the academy, and the vast majority of students are supported within mainstream lessons with support of a Learning Support Assistant. In a few specific cases students may need additional support from the Student Support team who are based in the Integrated Learning Centre. All students in year 10 take part in a 2 week work experience programme, which is very successful. Students are encouraged to take part in trips and all students are encouraged to attend trips with support as required.

How we measure and review your child's progress against their targets and longer term outcomes

Provision mapping is completed for all intervention programmes which monitors success criteria. Students are set specific and personalised targets as part of the

SEN Support Plan and success is measured as part of the plan, do, assess and review process. Evidence is taken from curriculum progress data which is submitted every term, consultations with staff regarding specific targets and parental and student feedback. Key workers meet with students three times a year to discuss progress and targets. Students are set aspirational academic targets.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The Learning Support Team is part of a wider Student Support Team which supports students with emotional and behavioural issues, monitors and supports students who have difficulty accessing mainstream lessons and offers support programmes such as anger management, anti-bullying, social skill development and self-esteem. This is accessed via referrals from whole school staff that identify that a particular student or group may need support. Referrals for additional support are discussed as a team which meet weekly and comprise of SLT and Pastoral team, Inclusion manager, SENCO and an attendance officer. Any student in the academy who has issues with bullying is supported in the first instance by the House Director and follows the Academy's bullying policy. If an incident of bullying is identified there is a clear report and logging system, part of this is identifying further action which includes contact with home and what additional support is needed for the victim or perpetrator, referrals to other agencies through this process may also be made if a need is identified.

How we include children with SEND in the life of our school

Students with special educational needs are fully integrated within the academy. Each department will determine how the needs of the students are best catered for. Some subjects are set according to ability. The match between a student's ability and an appropriate curriculum is crucial. Faculties are encouraged to exercise and develop their provision for students with special educational needs in order to ensure full access to the National Curriculum at the necessary level. Each member of the learning support team is allocated to a department to support this process and ensure effective links are maintained. The vast majority of SEND students are supported within mainstream lessons with support of a Learning Support Assistant.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Guide-lines and advice and support on specific areas of SEND are on the VLE and accessible by all teaching staff. All LSAs are also allocated to curriculum areas, have specific areas of expertise and are provided with the relevant training as part of an on-going CPD programme.

In service training

The CPD co-ordinator will maintain an overview of training needs. In service training needs for SEND will normally arise in the following ways:

- i) a whole academy need is identified e.g. the teaching of students on the autistic spectrum;
- ii) a department identifies a need;
- iii) an individual teacher identifies a need e.g. as a result of an appraisal;
- iv) Learning Support Assistants identify a need.

The above needs will normally be met by one of the following means:

- courses provided centrally by the SPTA or local authority;
- courses provided by outside agencies;
- courses provided in the academy by outside agencies;
- SENCO meeting individual staff or departments.

-Whole academy training needs may be described and provided for via the academy improvement plan, whilst department needs would normally be identified as a result of performance management. Other needs may be responded to as and when they arise and normally in consultation with the CPD co-ordinator.

External support and expertise we can call upon to help us to meet children's needs

The SENCO will maintain links with the LA Support Service, the Schools Educational Psychology Service and special agencies e.g. Health Service, occupational therapies and Local Authority support services. We also work with the Specialist Educational Provision Team, including Schools Hearing Impairment Team, Visual Impairment Team and the Autism support Team. The pastoral team would be the normal point of contact with Educational Welfare and Social Services. Liaison within the academy will ensure appropriate personnel are informed of matters that affect them. The school has active membership in nasen and ndcs, attending relevant courses and distributing newsletters and magazines.

How we prepare children to join our school

Regular liaison meetings are held with those responsible for special educational needs in the feeder primary schools and the SENCO and Learning Support Assistant with responsibility for transition also attends all Year 6 meetings. Where possible all statement review meetings for all year 5 and 6 will be attended by the SENCO. An assistant principal is the school's transition co-ordinator and liaises with Primary Schools and we also have a link worker from the Student Support Team who also does outreach work at Primary Schools. De Warenne Academy has a robust year 6 transition package for all our students, but we also offer additional support for SEND students who require it, on an individual basis.

How we prepare children to move on from our school

We have 2 qualified careers advisers attached to the school who support students from years 8 to 13.

Careers advisers are invited to all Year 11 Annual Reviews and meet the students on an appointment basis. The relevant paper work is completed and forwarded to the Local Authority and parents. Lindsay Hatton is the link LSA for key stage 4 transition and attends college interviews and open day events with the SEND students on an individual basis. Lindsay also helps students with the completion of application forms and supports students on alternative provision such as ASDAN.

How we deploy our resources to meet the needs of children with SEND

There are a number of ways to provide effective intervention and learning support in the classroom, in partnership with staff.

Learning Support Assistants (LSA) will:

- a. Develop an understanding of the specific needs of individual students, for which training is offered and where appropriate, contribute to student's learning as effectively as possible by:

Clarifying and explaining instructions

- Ensuring the student can use equipment provided
 - Motivating and encouraging the student
 - Assisting in areas of student weakness e.g. language, behaviour, reading, writing
 - Helping students to concentrate and complete tasks
 - Developing the student's capacity for independent working
 - Liaising with other staff
- b. Encourage acceptance and integration of students with SEN
- c. Help promote student's self-esteem
- d. Assist with assessment processes via end of year exams, tests, SATs, GCSE
- e. Contribute to reviews

Contacts for more information

Head teacher/ Principal: Mrs Pollard

Chair of Governing Body: Mrs Chris Mills

Address: Gardens Lane, Conisbrough, Doncaster DN12 3Jy

Telephone: 01709 864001

Email: : j.such@dewarenne.org.uk

Website: www.dewarenne.org.uk

SEND Policies and SEN Information Report link(s):