

SEND Information Report for Daubeney Academy 2019-20

Part of the Bedford Borough Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At Daubeney Academy we are committed to working together with all members of our school community. This local offer has been produced with students, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SENCO	Mrs T Cliff-Reid (tcliff-reid@daubeneyacademy.co.uk)
Name of Assistant SENCO	Mrs R Turner (rturner@daubeneyacademy.co.uk)
Name of Head	Mr M Lee (mlee@daubeneyacademy.co.uk)

Please see the Bedford Borough website to find more information about the Local Offer (www.senguide.bedford.gov.uk). Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact Mrs Cliff-Reid/Mrs Turner on 01234 400111.

Our approach to teaching studentss with SEND

At Daubeney Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We are proud to be a Centre of Excellence for the Inclusion Quality Mark

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress is through regular Data Collection Points and pupil progress meetings.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

A student's needs are typically identified as falling into one of four categories listed below:

- 1) Speech, Language and Communication Need
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Physical/Sensory Need

In most cases, a primary area of need is identified, however, there are occasions when more than one area may be recognised.

Learners can fall behind in school for many reasons: they may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn; they may not speak English very well or at all; they may be worried about different things that distract them from learning. At Daubeney Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Qualifications and training of staff at Daubeney Academy

The staff at Daubeney Academy has a wide range of experience and expertise. Many staff have received specific training in programmes and interventions including Lexia, Phonics for Older Learners and Memory Booster.

All staff have experience, expertise and training in specific areas of need including:

- Autism Spectrum Conditions (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Down's Syndrome
- Emotional wellbeing
- Visual impairment
- Hearing impairment
- Speech and language difficulties
- Dyslexia

Several members of staff can use Makaton and/or British Sign Language.

The SENCO holds the National Award for Special Educational Needs Coordination, a Masters' Degree in Educational Leadership and the Ekklan Level 3 Award for Speech and Language Support for 5 – 11 year olds.

The Assistant SENCO holds the Level 2 and Level 3 Supporting Teaching and Learning in Schools, and Level 4 Advanced Skills for Teaching Assistants (Special Educational Needs focus).

Assessing SEND at Daubeney Academy

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Daubeney Academy we ensure that assessment of educational needs directly involves the learner, their parents/carer and teachers. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available to identify difficulties with learning, processing, literacy and numeracy skills. These include GL dyslexia and dyscalculia screeners, LASS Junior 8 – 11, LASS 11 – 16, British Picture Vocabulary Scale 3, Phonological Assessment Battery, Neale Analysis of Reading Ability, Suffolk Reading Assessment, Sandwell Early Numeracy Assessment KS2 and KS3. These assessments help to identify specific needs and adapt programmes and/or implement interventions as appropriate. All parents/carers are kept informed at all stages of the assessments and students' opinions are considered too.

For some learners we may want to seek advice from an outside specialist. We have access to various specialist services including those provided by Bedford Borough, which are described on the Local Offer website.

Support accessed for Daubeney Academy includes:

- Educational Psychologist
- Autistic Specialist Teacher
- Sensory Impairment Specialist Teachers (visual impairment, hearing impairment, sensory and communication impairment)
- NHS Speech and Language Therapy
- Magic Words Speech and Language Therapist
- CAMH
- CHUMS

We also employ Teaching Assistants who deliver the interventions as co-ordinated by our SENCO/Assistant SENCO.

What we do to support students with SEND at Daubeney Academy

Every Teacher is required to make reasonable adjustments to the curriculum to ensure access to learning for all children in their class. The Teacher Standards document of 2012 details the expectations on all teachers, and all classrooms have Daubeney's Quality First Teaching expectations clearly displayed in student-friendly language.

We believe in providing quality first teaching and, therefore, our teachers use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Writing frames
- Specific approaches and strategies in lessons, including differentiated work.
- Tablets, laptops or other alternative recording devices
- Use of a scribe
- Peer buddy systems
- Positive behaviour rewards system
- Graphic organisers
- Picture dictionaries
- 'Hands on' resources
- Questioning
- Expected task
- Use of specialist equipment: writing slopes, coloured overlays, specialist writing equipment, Radio Aids, visualisers
- Support in lessons

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to the curriculum. We work closely with students and their families to ensure that they are accessing programmes and interventions that meet their needs and they feel is impacting on their learning.

At Daubeney Academy we work with our main feeder schools to have a consistent approach to interventions.

Daubeney Academy also receives funding from the Local Authority which is additional funding for pupils who have an Education Health and Care Plan (EHC Plan).

Interventions to support students include:

Intervention	Programmes
English	<ul style="list-style-type: none"> • Lexia • Hornet Literacy Primer • 1-1 reading • Phonics for Older Learners • Bespoke additional literacy sessions aimed at the specific needs of individuals
Maths	<ul style="list-style-type: none"> • SumDog • Mental arithmetic groups • Bespoke programmes of study to meet the needs of individual students • Opportunities to apply 'real life' skills in the community
Social Skills	<ul style="list-style-type: none"> • Talkabout • Emotional Literacy • Sessions with the Family Worker • Individual strategies to meet the needs of vulnerable pupils • Social skills groups with the speech and language therapist
Fine and Gross Motor Skills	<ul style="list-style-type: none"> • Fizzy Skills • English Type/Busy Fingers/DanceMat • Bespoke programmes developed from advice given by external agencies using specifically bought resources
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • In-school speech and language sessions covering a wide variety of needs including speech sound production, stammering, language delays (receptive and expressive), social skills and expectations • Talkabout Pictures • Language for Thinking • Think It, Say It

In addition, the English and Maths Departments, organise a range of further interventions for all pupils including pupils with SEND.

What we do to support the social and emotional needs of students

The social and emotional development of students at Daubeney Academy is at the centre of all that we provide. We believe that without confidence and security in these areas, students will not be able to learn and reach their full potential. All students are allocated to a form with a tutor who has their wellbeing as their primary focus and who is their first port of call.

In addition to this we have a Family Worker, the SENCO and Assistant SENCO who are available to work with students who are experiencing difficulties in these areas.

Students with persistent behaviours that prevent them from learning will have a Personal Support Plan written in conjunction with them, their parents/carers and their form tutor. This identifies triggers, resulting behaviours and strategies for managing these behaviours. Often this is used in conjunction with a Daily Report Card that has specific targets and it is the student's responsibility to have it signed in each lesson by the teacher, and to report to their form tutor, progress leader or a member of the Senior Leadership Team on a daily basis.

We have various locations around the school that are available to be used for small group or 1-1 sessions to support social and emotional needs as can be seen in the table below.

Location	Purpose
The Haven	A calm room for students with emotional and/or sensory needs to follow their timetabled lessons for a period of time before re-joining their class
The Learning Support Base	A 1-1 teaching space for students with behavioural difficulties who find specific lessons difficult to manage over a period of time. They follow the class lessons but also receive behaviour management support
The Bridge	A teaching and intervention room that is used at lunchtime for Social Club for students who find the larger playground challenging and overwhelming. This room has a smaller playground attached to it and a higher staff to student ratio.

Should students, parents/carers or teachers identify the need for a student to access any of these facilities, all parties will be made aware and in agreement.

All students follow a citizenship curriculum which covers areas such as bullying. During Anti-bullying Week all form time sessions are focused around this. Any incidents of bullying that are reported are considered as serious and investigated in depth until resolved.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Daubeney Academy. Interventions are regularly reviewed to measure the progress of the students.

For students with a Student Passport, students, parents/carers and their teaching/support staff will be directly involved in progress. This review can be built in to the intervention itself, or it can be a formal meeting. If a learner has an EHC Plan, this will also be formally reviewed annually.

The SENCO and Assistant SENCO operate an open door policy and are in regular contact via parents/carers via telephone, email and additional meetings to ensure that all parties are fully informed and supportive of the strategies and programmes being used in school. The SENCO/Assistant SENCO regularly meet informally with the students to ensure they are confident and happy with the programmes that they are following.

The SENCO/Assistant SENCO collate the impact data of interventions, to ensure that students are making progress.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. The school is part of moderation groups to ensure that judgements stand up to scrutiny. The school data is also monitored by the Local Authority and Ofsted.

Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. Daubeney Academy offers a range of additional clubs and activities and is committed to making reasonable adjustments to ensure participation for all.

All staff at Daubeney Academy have had training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Daubeney Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of the provision for all learners with SEND. Transition to other settings and transition to Daubeney Academy is discussed, at the latest, in the spring term of the students' final year to ensure time for planning, preparation and additional visits. At all stages of the transitions, both students and their families are at the centre of discussions to ensure that all needs are met and all support needed is appropriate and adequate.

Complaints procedure

Should there be any complaints about SEN provision, the first point of contact is the SENCO, Tessa Cliff-Reid and/or Assistant SENCO, Ros Turner. In the unlikely event that the matter remains unresolved, the complaint should then be referred to the Headteacher, Matthew Lee. If the matter remains unresolved at this point, then the Chair of Governors should be contacted.

Useful links

Bedford Borough Council 01234 636222

www.bedford.gov.uk/

Bedford Borough SEND Advice Service 01234 276267

http://www.bedford.gov.uk/education_and_learning/parental_support/parent_partnership_service.aspx

SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>