

# Christopher Nieper Education Trust



## SEN Information Report

Approved by:	Anne Birch
Last Reviewed on:	September 2023
Next Review by:	September 2024

## **SEN Information Report**

### **1. What kinds of Special Educational Needs (SEN) do we provide for at David Nieper Academy?**

We are a mainstream academy that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Our Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

### **2. SEN vision at David Nieper Academy:**

To support all our pupils to reach their full potential by providing inclusive, proactive, professional and flexible care - where every child is supported to reach their full potential, regardless of their needs, through mentoring, strong partnerships, high expectations and personalised support.

### **3. How do we identify and assess pupils with SEN?**

All pupils are screened at the beginning of year 7. The assessments provide us with robust data about each child's current ability. This information will build on the information received from previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Children highlighted making slow progress or having low attainment are given further testing to ascertain precisely where support is needed. For example, this may include dyslexia screening. Children who are below the expected level in English and mathematics are not automatically identified as having SEN but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

We believe it is vital to identify quickly and accurately where children and young people have SEND that requires additional support so that this can be put in place. All our teachers are equipped to teach children and young people with a diverse range of need and alongside parents and other staff are responsible for identifying students with SEND in collaboration with the SENCO. This will ensure that those students requiring different or additional support are identified at an early stage.

#### **4. How do we know our provision for pupils with special educational needs is effective?**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing progress and the impact of interventions each term
- Using student questionnaires
- Holding annual reviews for students with EHC plans

The SENCO carries out learning walks which include reviewing how provision is delivered within the classroom as well as via interventions. This helps in maintaining standards through rigorous quality assurance and subsequent learning conversations with staff to support ongoing development of inclusive practices.

Our provision management tool also looks at the impact each intervention has had on the progress of each student. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Where appropriate we work with specially trained staff in order to adapt interventions so that they specifically target the needs of groups of and individual students.

#### **5. How do we teach pupils with SEN?**

High quality teaching is our first step in responding to all pupils, particularly those who have been identified as having SEN. All teachers prioritise Wave 1 support strategies in their lessons. Our approach to teaching is underpinned by high expectations, consistency, and clarity.

The SENCO coordinates support within the school and gives advice and recommends strategies to teachers and support staff. Teachers make use of robust in class assessment to ascertain the extent of pupils' understanding. Teachers will produce seating plans that enable them to monitor pupils with slower processing speeds and low literacy levels and feed back to the Head of Department and Progress teams as appropriate.

#### **6. How do we adapt the curriculum for pupils with SEN?**

Our curriculum offer is designed to meet the needs of the students within our setting. We are able to offer an alternative curriculum which offers the opportunity to engage with programmes that develop work-based skills so that all students have support to prepare for adulthood and their next stage in education.

We firmly believe that every student can be successful and have a whole school ethos of high expectations for everyone. Our careers, information and guidance support also focuses on developing high aspirations throughout our school community.

## **7. How do we adapt the learning environment for pupils with SEN?**

The school building is fully accessible. The school has one lift to make every floor accessible to all pupils. If required, we work closely with outside agencies to provide specialist equipment and advice for those pupils that need it, for example a hearing transmitter and receiver system for a pupil with sensory impairment. The school has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. A qualified assessor conducts further tests in order to provide the necessary evidence for JCQ in Key Stage 4. Some pupils will qualify for extra time and/or rest breaks and, in some cases, a reader or a scribe.

## **8. How are pupils with SEN included in activities outside of the classroom?**

There are a number of school trips throughout the year. The trips are usually linked to specific subjects, reward trips or SEN only trips. All of our extra-curricular activities are available to all of our pupils.

## **9. What additional support is available for pupils with SEN?**

Meeting the needs of pupils with SEN is a whole school responsibility and priority. Teachers have been trained to understand the needs of every pupil and to systematically review the progress each pupil is making. The SENCO, Senior Leadership Team (SLT), and governing body review and monitor progress of pupils with SEN. The SENCO oversees the implementation of interventions.

Pupils with greater difficulties receive further support if necessary. This is tailored to each pupil, but may include:

- Additional one to one or small group literacy and numeracy support
- Life skills
- Academic Mentor support
- Key worker support
- TA support in the classroom
- Support from external providers, such as Autism Outreach, Educational Psychologist and Children and Adult Mental Health Services (CAMHS)

All pupils with SEN have an individual passport highlighting need and support strategies. These are created in consultation with parents and pupils and reviewed regularly.

## **10. What support is there for improving emotional and social development of pupils with SEN?**

We have a team of teachers and support staff looking after the wellbeing of all of our pupils. We offer support through:

- Pastoral Support Managers
- Nurture Form
- Key workers
- Lego Therapy
- Social Skills

- Positive Support
- Counselling

We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. We work with both the recipient of bullying and the perpetrator in order to support their needs and ongoing development.

Our PSHCE programme also supports emotional and social development. The school also employs mentors to work with students to positively focus on social and emotional development. In the first instance every child has a tutor/class teacher who they can talk to in order to share any concerns that they may be experiencing.

### **11. How do we consult parents and young people?**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Parents are encouraged to contact their child's Progress and Achievement leader if they are concerned that their child is experiencing a significantly greater difficulty in learning than their peers. If the Progress and Achievement Leader feels it is appropriate, they can then discuss these concerns with the SEN team who will then make contact with the family. The SENCO will consult with the pupil and their parents regarding a SEN passport. Progress of pupils with an Educational Health Care Plan (EHCP) is monitored by the SENCO, who feeds back and reviews progress in consultation with parents on a regular basis. Annually, the SENCO meets with the families of pupils with an EHCP and external providers to discuss how the pupil is progressing and ensure that the EHCP is kept up to date.

### **12. How can I let the school know that I am concerned about my child's progress in school?**

Parents should contact their child's Progress and Achievement Leader if they are concerned that their child is not making sufficient progress. If the Progress and Achievement leader feels it is appropriate, they can then discuss these concerns with the SENCO who will then make contact with the family. Further concerns can be raised with the SLT. If your concerns are not dealt with satisfactorily, you can then contact the Head of School who may direct you to the Head of School.

### **13. How do we support pupils who are moving between phases and preparing for adulthood?**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and pupils which information will be shared as part of this.

We work closely with our local feeder schools and post 16 providers to provide additional transition and support for students with SEND at our Academy. One of our Assistant SENCOs runs a transition programme which offers additional support and guidance for particular individuals who might experience difficulty during transition.

Annually, for pupils with an EHCP, the SENCO meets with families and external providers to discuss how the school can support in achieving future life aspirations. When pupils progress into year 9 and beyond, each year there are conversations about supporting the pupil to progress towards adulthood. The pupil is provided with careers guidance, helping them to identify a career pathway and potential post-16 education settings or courses that will support in achieving this.

#### **14. Where can I find more information about the Local Authority's local offer?**

The local authority sets out their Local Offer, which is a description in broad terms of the special educational provision early years providers, schools, and the full range of post-16 providers and other institutions are expected to provide from their own budgets to support children and young people with SEND, including information about the arrangements in place for children with SEND.

The Local Offer will include arrangements for supporting children and young people who are looked after by the local authority. In addition to the information in the local offer about the special educational provision the local authority expects to be available in early years providers, schools and post-16 institutions, schools are required to publish, under the *Special Educational Needs (Information) Regulations*, more detailed information about their arrangements for identifying, assessing and making provision for students with SEND.

<http://www.derbyshireSENlocaloffer.org/> or by contacting Derbyshire Information Advice and Support Service for SEND.

[Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND \(derbyshireiass.co.uk\)](http://www.derbyshireiass.co.uk)

#### **15. Where can I find more information about SEN?**

Parents are welcome make an appointment with the SENCO for support to gain the information they require.

The SENCO at David Nieper Academy is Emma Merchant  
Email: [emerchant@davidnieper.academy](mailto:emerchant@davidnieper.academy)