

SEND Information Report

At The Darley Centre we believe in inclusive education to ensure all pupils achieve their full potential. Every teacher is a teacher of every pupil. All pupils have access to quality first teaching and learning opportunities irrespective of their abilities.

What does SEND mean?

The phrase 'Special Educational Needs and Disability' (SEND) covers a wide range of issues. At The Darley Centre we support all pupils across the school including those with identified needs such as:

- Dyslexia
- Dyscalculia
- Autism Spectrum Disorders
- Scotopic Sensitivity or Irlen Syndrome
- Visual Impairment
- Hearing Impairment
- Developmental Coordination Delay (Dyspraxia)
- Identified Social, Emotional and Mental Health Difficulties

The term SEND is further explained in the SEND Code of Practice 2014:

...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*

As far as is reasonably practicable, it is the responsibility of the School in collaboration with the pupil, parents, external professionals and Local Authority as required, to remove the barriers to learning and enable the pupil to access education appropriate to his or her needs.

SEND is divided into 4 categories. Pupils may have identified needs in one or more categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Identification of SEND

For pupils who do not make expected progress, or give any cause for concern in lessons in spite of the teacher differentiating the work, a request to the Special Educational Needs Coordinator (SENCO) for support and/or assessment can be made.

| School based | External |
|---|---|
| Reading and Comprehension | The Educational Psychologist (EP) can be contacted to carry out further assessments on a pupil's learning needs if the school based assessments are non-conclusive or the pupil still does not make expected progress |
| Handwriting and speed of writing | |
| Spelling | |
| Dyslexia | |
| Behaviour - toolkit- this should be completed by the mainstream school prior to application to the Fair Access Panel but can be used for further support at The Darley Centre | EP support or Behaviour Team |
| Autism Spectrum Disorders - toolkit | Autism Support in Education Team |

All pupils are assessed on entry into The Darley Centre for Reading, Comprehension and Spelling in addition to baseline and/or standardised assessments for English and Maths. Pupils are re-assessed termly during their time at The Darley Centre to monitor progress and adapt support needs as necessary.

For pupils with a history of SEND their needs should be identified at the point of application to the Fair Access Panel. Liaison should take place between the mainstream school SEND department and The Darley Centre - this could be via a number of routes eg SEND Coordinators, Outreach Support Workers, Inclusion officers. Appropriate support can then be put into place in the classroom and on external visits and work differentiated accordingly.

Pupils with an Education Health Care Plan (EHCP) - application and maintenance of the Plan remains the responsibility of the mainstream school. The Darley Centre will work collaboratively with the pupil, parent, school and additional professionals as required to ensure positive outcomes for the pupil.

Pupils on SEN Support - all pupils have an Individual Education Plan on admission to The Darley Centre which is reviewed termly.

Transition - Moving on from The Darley Centre

Pupils at The Darley Centre have a variety of destinations following their placement. Most are integrated back into a mainstream school, some go into a different Alternative Provider or specialist setting as part of an individual learning package. If a pupil has a history of SEND, this will be discussed at the point of transition to ensure progress can be continued to be made towards positive outcomes.

Pupils at the end of Year 11 will move on to a Post 16 placement, hopefully a full time training course, apprenticeship or employment opportunity of their choosing. The Key Stage 4 course is designed to build familiarity and confidence in these new environments to ensure success after Year 11.

Pupils with a Statement or Education Health Care Plan (EHCP) - the Transition plan for Post 16 placement starts in Year 9 when the pupil has his/her first interview with the assigned Careers Information Advice and Guidance (IAG) adviser in school. This forms part of the EHCP process and ensures that the long term aims of the pupil are kept central to the plan eg Tom wants to be a vet - long term outcome, Tom helps out at a local animal rescue centre - short term outcome, the IAG adviser suggests Tom looks at animal care courses for Post -16.

Once the Post-16 placement is chosen, a member of the support staff from the College is invited to the next Review of the EHCP and usually offers an additional transition support package depending on the pupil's needs.

Pupils on SEN Support - the SENCO will meet with the IAG adviser and contact the Support Team at the Colleges to share information that will help them to support the pupil in the best way possible. This also applies to

vulnerable pupils who may require extra support as they settle into a very different routine.

Support

Pupils with an EHCP - all classes have a teacher and at least one teaching assistant. Additional support is arranged as required as per the EHCP.

Pupils on SEN Support - these pupils should have work differentiated to suit their level and style of learning - this is achieved in all classes due to maximum class size being 6 pupils.

Intervention groups - there is staffing capacity to withdraw individuals for specific support as required eg literacy, numeracy, motor skills.

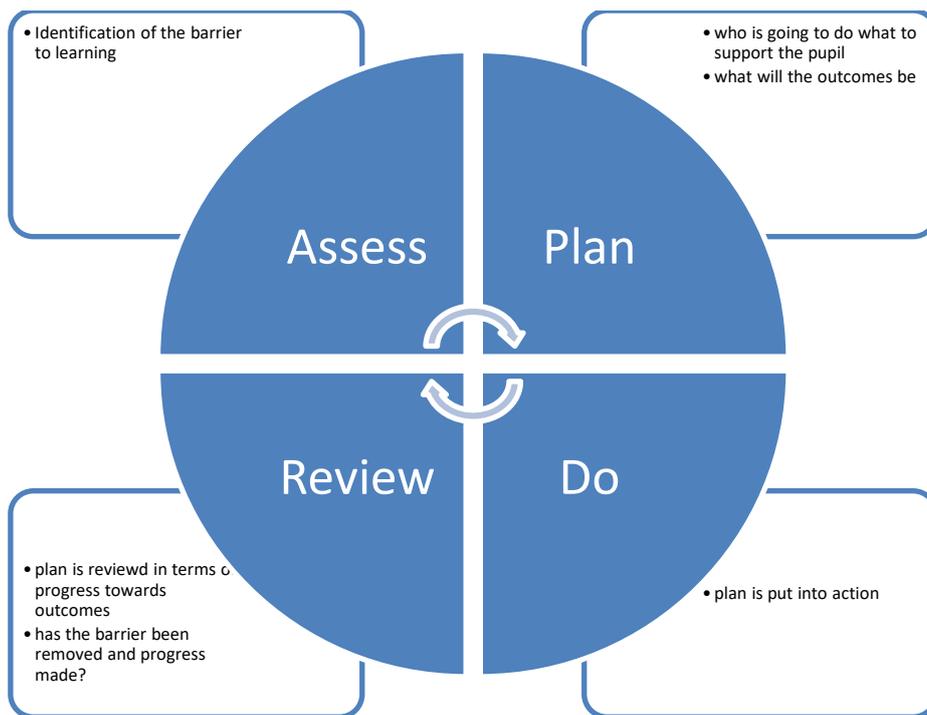
Additional Support - many pupils have support from external agencies and this in turn can support their ability to access and engage with learning opportunities.

Pastoral Support - pupils can request to see a range of staff for support and guidance with emotional and social issues, including the Head, any teacher or member of support staff. All members of staff know how to refer pupils to the SENCO for further support from external services.

Assess, Plan, Do, Review

The pupil is always at the heart of any process undertaken to support learning to ensure progress is made. Pupils are consulted in a range of ways:

- conversations with staff about how they prefer support to be delivered
- completion of Person Centred Planning review booklets for EHCP's
- attendance at meetings - termly reviews, additional reviews as required
- Pupil voice surveys
- Parents/carers are able to contact the SENCO in a range of ways - telephone the school on 01724 705023



Reviews of academic and behavioural progress are held throughout the year; termly data shows progress made in terms of Current Working Levels/Grades.

Pupils are assessed termly and the decision is taken to either maintain the level of intervention or increase/decrease depending upon need.

Parents/Carers are informed of their child's SEND status during regular contact meetings and phone calls.

Teaching and Learning

All teachers have an obligation to teach all pupils. All pupils are entitled to have full access to the work planned by the teacher. There is an expectation that the work will be differentiated yet remain challenging enough to support the pupils to make progress. All pupils can be engaged in a multi-sensory style of teaching and learning which includes practical activities, working as an individual and as part of a group, developing a resilient approach to independent study.

Other physical methods to support learning include:

- use of coloured overlays for pupils with Irlen/Scotopic Sensitivity
- pen grips to aid hand writing
- work with external agencies to support pupils in being ready to learn
- writing frames and key words displayed in all classrooms

Staff have access to SEND updates throughout the year as part of the CPD programme.

If a pupil is not making progress in an area of his/her learning, please contact the class teacher. In turn, the member of staff may contact the SENCO (Mrs Bennet) to help resolve the issue.

Staff will always work with parents/carers and pupils to try to resolve any issues as quickly as possible. If this is not satisfactory, then the Headteacher (Mr Burnett) should be contacted, followed by the Chair of Governors or The Local Authority as appropriate.

Further information re SEND can be obtained from the following sources:

- The Darley Centre SEND Policy - see School Website
- *Special educational needs and disability code of practice:0 to 25 years*

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- <http://www.northlincslocaloffer.com/>