

SEN Information Report

January 2020

SENDCO: *Tamsin Bennett*

Whole School Approach:

The Darley Centre aims to support young people by seeking to remove barriers to learning and facilitating participation in all aspects of school life and preparing for futures.

The SENCO, class teachers and teaching assistants work closely together to provide a wide ranging support service for students and their families within the centre and also facilitate support from outside agencies if required.

We offer a variety of support for young people with individual needs both academically and by providing pastoral support for social, emotional and mental health difficulties.

By working closely with a number of external agencies we can also offer bespoke packages.

This document constitutes the Special Educational Needs (SEN) Report as required by the 2014 SEN Code of Practice.

Along with the SEN Policy it sets out the provision being made by The Darley Centre for young people with SEN and disabilities in the current academic year.

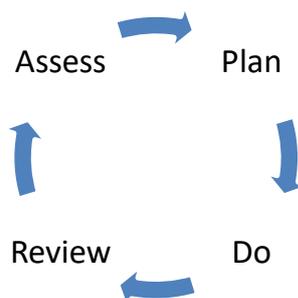
It is published in conjunction with the North Lincolnshire SEND Local Offer which provides information about SEN provision within the county area for children and young people from 0-25 who have special educational needs and/or disabilities.

The Local offer aims to provide you with the information you may need or want to know about resources, services, support, activities and events for children and young people with Special Educational Needs and/or Disabilities and their families.

You can find the North Lincolnshire SEND Local Offer at the following website

www.northlincslocaloffer.com.

The Darley Centre is committed to the early identification of special and additional educational needs and adopts a graduated response in line with the Code of Practice 2014.



All teachers are responsible for every young person in their care, including those with special educational needs.

Assess: Daily teacher assessments, half termly pupil progress meetings, termly assessments grids, termly tests in accordance with our assessment guide.

Information is gathered and collated on all young people from their starting points and all the way through their learning journey at The Darley Centre. This includes data and reports from other external professionals, information provided during meetings with teachers and SENCO and discussions with parents and young people.

Throughout our school, assessment continues with a range of in-house assessments and mechanisms including:

Cognitive Abilities Tests

Reading, mental mathematics and spelling tests

Dyslexia Screening for identified students

Irlens Screening

DASH assessment

PASS assessment

Statutory End of Key Stage tests

Close tracking of academic assessment and data using GL core subject assessment tools.

Discussion with teachers and observations

This identification of particular individual needs of young people is a collaborative process between teachers, support staff, the SENDCO, the young person and parents/carers.

The system of assessment and review applies to all young people. At a whole school level there are Pupil Progress Meetings as well as on-going teacher assessments and tracking data. Parents and young people are invited to regular meetings.

Most SEN Interventions are for the duration of a half term but we are flexible when meeting the changing needs of young people so that some may run for a shorter or a longer period of time. The young people are involved in the setting and reviewing of outcomes through their Personal Profile, used by all staff to plan work and support. As mentioned above there are regular reviews of progress for young people with SEN in relation to the SEN Interventions and Outcomes.

Plan: Individual Education Plans created by the teacher, SENCo and young person which are shared with parents.

All young people who are receiving support that is additional to or different from the core curriculum are provided with a Personal Profile which serves the function of an Individual Education Plan. This provides staff with support for learning information which is used in conjunction with up to date data generated from the school's data systems. Outcomes are set and reviewed. Young people are involved at all times and the PPs are shared with parents at various times during the year.

Do: Interventions led by either SENDCo, teacher, teaching assistant or headteacher.

We offer a wide range of intervention programmes for individual young people requiring additional support. These are led by the SENDCO and Assistant Teachers where necessary. Progress is assessed on a regular basis and decisions are made with parents and young people about future support.

Review: Reviews at pupil progress meetings with class teachers and the SENDCo where needed through meetings with parents and young people.

Having consulted with young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

We meet the needs of students with a variety of needs through the curriculum and SEN planning. The SEND Code of Practice which came into effect in September 2014 sets out four main areas of need but we are mindful that the areas of need are not mutually exclusive and some student's needs may fall into more than one category.

We recognise that for some young people, a special educational need can be identified at an early age while for others difficulties only become evident as they develop.

The four main SEND areas are:

1. Communication and interaction

Young people with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, difficulty with understanding what is being said to them or they do not understand or use the social rules of communication. Young people with Autism Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, imagination, empathy all of which can impact on how they relate to others.

At The Darley Centre, we provide; Speech Therapy and SEMH support programmes.

2. Cognition and learning

Young people who have difficulty with understanding and learning. These children may learn at a slower pace than others of the same age even when work is differentiated (changed) for them. Learning difficulties cover a wide range of needs, including:

- specific learning difficulties which affect one or more specific areas of learning. Examples of a specific learning difficulty are Dyslexia, Dyspraxia and Dyscalculia.
- moderate learning difficulties and severe learning difficulties which may require support in all areas of the curriculum and in some cases associated difficulties with mobility and communication.
- profound and multiple learning difficulties which can include severe and complex learning difficulties, a physical disability and/or a sensory impairment.

3. Social, emotional and mental health

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people

may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Individual plans with support activities from CAMHS/ASET/EP, Life Coaching through SENCo.

At The Darley Centre we provide individual support through working with Social Work Team, FaSST, Educational Psychologists, Youth Offending Team, as well as from Early Help.

We support young people with emotional and mental well-being. We try to ensure that all young people feel supported through a range of interventions including access to support for self-esteem, dealing with conflict, attendance, behaviour for learning as well as Life Coaching as required.

Support is provided through our SENCo who has specific training in a range of additional needs. The school has identified a Mental Health Champion who has received training in Mental Health First Aid. When appropriate external help is sought, for example, from the School Nursing Team, Youth Offending, ASET, FaSST, Social Care, Educational Psychologist or Children's Services and Equine Therapy.

Specific interventions for children with additional needs include: having a named member of staff for support, being guided to particular areas or activities, being able to access external therapeutic support, 1:1 and small group behaviour interventions

4. Sensory and/or physical needs

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time. The needs in this category include:

- a physical disability
- a visual impairment
- a hearing impairment
- a multi-sensory impairment

Many of these young people will need specialist support and/or equipment to access their learning or the educational environment. They may also need additional support to access all the opportunities available to their peers.

(Reference: SEN Policy)

As of January 2020, we have 13 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need.

How The Darley Centre involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people's SEND and supporting their families.

The Darley Centre is able to seek advice and support from a range of external agencies including:

- Educational Psychology and Specialist Teaching Team
- The Support Service for Pupils with Autistic Spectrum Disorders
- Education Service for Hearing & Vision
- The Speech and Language Therapy Service
- The School Nursing Service
- Hearing Support Team
- Irlen Syndrome Support
- Occupational Therapy and Physiotherapy Services
- Traveller Support Service – Diversity Team
- English as an Additional Language
- Medical Authorities
- Social Services
- CAMHS
- Life Coaching (Fluent)
- Equine Therapy

The Darley Centre is aware of a range of voluntary organisations who can be contacted for information, advice and support relating to special educational needs and disabilities.

North Lincolnshire SEN Section has a team of staff who attend Annual Reviews and who also provide general advice regarding SEND policy and procedures.

There is an independent service SENDIASS that provides impartial advice and support for families regarding issues relating to SEND provision in schools.

If you have a concern and wish to contact SENDIASS please use one of the following contacts

sendiass@northlincs.gov.uk

Tel: 01724 277665

Access Arrangements

Access arrangements for formal exams and assessments could include extra time, a reader, a scribe, use of a word processor, rest breaks. However, the examination boards apply very strict guidelines and there has to be evidence of an established way of working as well as evidence of long term need and provision

Accessibility

The site is a relatively old building. We are continually working to improve accessibility. The site is on one level and all areas are accessible to those with mobility difficulties.

The fire alarm is linked to flashing lights to assist students and adults with a hearing impairment.

The school has procedures for the safe administration of medicines for those who need regular medication on site to help them to access their lessons.

Where required specific resources are accessed on loan or purchased for students with a disability to allow them to access the full curriculum.

The Darley Centre is on one floor has ramps leading up to the majority of outside doors and an access system is installed to allow assisted access to the main door.

There is a disabled toilet.

Consulting with young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Termly reports	Class adults, SENCO, young person and parents	Termly
Pupil Review meetings	Class adults, SENCo and parents	Termly
IEP meetings	Young person, teacher, teaching assistant, SENCo and parents	Termly
EHCP meetings	Young people, teacher, teaching assistant, SENCo parents, external professionals	Termly with Annual Review

Young people are welcome to attend any review meetings, meetings with professionals and Parent's Evenings along with their parents.

You will be able to approach The Darley Centre at any time for information or to share concerns with any member of staff including the SEN Team.

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
MD	Youth Mental Health First Aid	Training
TB	Dyslexia screening	Pass
All staff	Team Teach	Mix of 6 & 12 hour courses
TB	National Award for SENCo	Pass

The Special Needs Coordinator attends appropriate courses to update their working knowledge of policy, procedures and developments relating to the education of young people with special educational needs and disabilities.

The SENDCO provides any relevant updates regarding young people at each staff meeting.

This year, we have put in additional training into; cross curricular planning, resources and assessment to support reading teaching and mathematics teaching, ASET training and phonics training.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure young people achieve the best outcomes, gain independence and are prepared for adulthood.

We have 4 teachers. We have 3 teaching assistants. Additional temporary staff may be engaged to support students where need or resources indicate.

Evaluation of the effectiveness of the provision made for children and young people with SEND

The DSL is Richard Martin

Our Deputy DSL is Rob Horton

Statutory Annual Review Meeting are organised to evaluate the effectiveness of the provision for students with a Statement or an Education Health & Care Plan.

The SENCO evaluates data for SEND on an individual and a group basis with regard to progress.

Complaints

Complaints regarding SEN provision should in the first place be raised with teachers who will seek to resolve the difficulty quickly and to the satisfaction of all concerned. If the issue is not resolved it should be referred to the SENCO who will follow the school's normal complaints procedure.

The member of the Management Committee with responsibility for SEND is Valerie Clark

Our complaints procedure can be obtained from our office upon request.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Updated January 2020