

THE
DE LA SALLE
ACADEMY

SEND Information Report

2020-21

Review: September 2021

SEND Information Report

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SENCO: Ms Jayne Booth

SEND Governor: Mrs Jane Owens

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Local Offer:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

This report is written in the context of the following legislation and guidance:-

Section 69(2) of the Children and Families Act 2014

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulation 2014 .

Section 6 of the Special educational needs and disability code of practice; 0 to 25 years.

Equality Act 2010

Mental Capacity Act 2005

This report should be read in conjunction with the academy's SEND Policy, Accessibility Plan 2018-2021, Equal Opportunities Policy and the Policy for Supporting Pupils with Medical Conditions.

1. SEND Provision

The academy provides support for pupils within each of the following broad areas of need:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

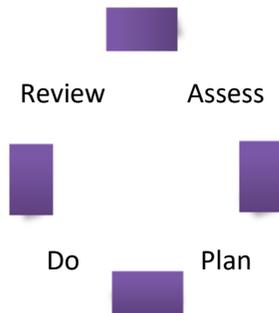
Physical/Sensory needs

More specifically, support has been provided for pupils with Dyslexia, Dyscalculia, ADHD, ASD, Development Coordination Disorder, Centre Motor Incoordination and difficulties with Literacy and Numeracy. Students with medical conditions are also supported to ensure their access to education has minimum disruption.

2. Identification

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).

Through discussions, observations, assessments and data analysis, the SENCO, subject teachers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCO or teaching staff of any SEND concerns. When a child is identified as having SEND they will be placed on the SEND register. Precise identification of gaps and barriers to learning will be identified. The graduated approach of support will be personalised. Underpinning ALL our provision in school is the graduated approach cycle of:



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

3. Assessment of pupils with SEND

All pupils are assessed regularly against their individual subject targets. Assessment are both summative and formative. Alongside subject assessments, pupils are assessed as part of the Intervention provision they access. The information and data is used to ensure the appropriate level of support and intervention is implemented to maximise pupil learning. Assessment information is provided for pupils and their parents/carers on a regular basis.

4. Arrangements for consulting and involving parents of pupils with SEND

Parents are informed of their son's placement on the SEN register and the Graduated Approach used to support their son's learning. They are also consulted on the intervention and support programmes implemented for each subject area and the materials available to assist with homework and study skills. There are opportunities to meet with subject teachers, pastoral staff and the SENCo throughout the academic year. Where required, parents communicate with external agencies such as: CAMHS, YPAS, School Counsellor/Nurse, Advanced Solutions and the Educational Psychologist.

5. Arrangements for consulting and involving pupils with SEND

Individual targets are set for each pupil. Pupils will be involved in the monitoring and

reviewing of their progress against these targets and the setting of targets for improvement. Pupils complete a Personalised Profile annually. The views of pupils are sought regarding the effectiveness of the support and challenge they receive. Their views are recorded on their Passports and through Pupil Voice.

6. Arrangements for assessing and reviewing progress

KS2 data, baseline testing of reading and spelling ages and subject specific baseline assessments carried out on entry to the academy. All pupils are set targets in each subject area. Progress against baseline information is monitored and reviewed regularly. Targets are assessed and reviewed each term. Progress information is provided regularly and meetings established to discuss individual pupil development.

7. Transition

Prior to entry in year 7, to enable a smooth transition across key stages, the SENCo attends a borough wide transition day. The SENCo and relevant staff also visit primary schools to meet with teachers to gather information about new pupils. As pupils progress through the academy, additional support programmes including visits, Specialist Intervention, targeted career and educational opportunities are implemented to prepare pupils for life in and beyond the academy setting.

8. The approach to teaching pupils with SEND

All pupils receive 'Quality First Teaching' which may, where required, be adapted to meet a pupil's specific needs. Access to all aspects of the curriculum is provided and support materials made available to enhance individual progress. Where available, additional in class support or small group withdrawal is provided to help pupils achieve their progress targets.

9. Adaptations to the curriculum and learning environment.

Through the Graduated Approach, a specific curriculum model may be implemented to meet the individual needs of a pupil. This may involve additional support in the key skills of literacy and numeracy and/or access to external support. The academy's Accessibility Plan aims to deliver appropriate adaptations to the curriculum and physical environment to ensure no pupil is at a disadvantage.

10. Staff Training to support children with SEND.

The academy employs appropriately trained specialist staff in relation to SEND. There are regular CPD training sessions to ensure staff are provided with appropriate strategies to support pupils with SEND. External expertise is brought in to meet specific training needs.

11. Evaluating the effectiveness of provision.

A half termly review of progress data informs on the effectiveness of provision. Reports from subject staff and responses from pupils, parents and carers are supplemented by further quantitative data. Notably, attendance records and analysis of pupil attitudes to provide Senior

Leadership and Governors a clear picture of the effectiveness of SEND provision. Regular meetings with SLT, the SEND governor and an annual report for Governors provides information to assist in the efficient and effective allocation of resources.

12. Engagement in the wider life of the academy.

All pupils with SEND have full access to the all the sporting, cultural and enrichment activities available in the academy. All pupils are encouraged to participate in the wide range of extra curricula activities and special programmes that are available. Programmes are delivered by internal and external professionals.

13. Support for improving emotional and social development.

The academy has an extremely strong pastoral system which enables all pupils to be supported by appropriately trained staff. Pupils have access to support in Social Skills, Anger Management and Emotional Literacy ensuring specific needs are addressed. Referrals to external agencies are also available where required, such as: Addvanced Solutions, ADHD Foundation, Addaction, Counselling Services, YPAS and CAMHS.

Opportunities are provided for pupils to share their opinions and suggestions to improve life in the academy through our School Council. Also, opportunities are provided to develop team and leadership responsibilities for all pupils.

There are clear measures in place to prevent bullying in the academy.

14. Involvement of external bodies to support pupils and parents.

The academy has developed a strong network of external expertise though the agencies of the local authority, health and social care organisations and relevant voluntary bodies.

15. Complaints procedures

As referred to in the academy's SEND Policy there are clear procedures for addressing any issue which may lead to a complaint. This is clarified in the academy's Complaints Procedure available on request or from the academy website.

16. Admissions arrangements

The academy strives to ensure that all admissions are dealt with appropriately and without discrimination by means of the Admissions Procedures which are reviewed annually.

Further development:

The key priorities for SEND students are to:

Improve attendance and bring it in line with 'National Average'.

Improve outcomes and bring them in line with 'National Average'.