



THE
DE LA SALLE
ACADEMY

SEND REPORT 2019 / 2020

SEND Report

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.

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

1. The kinds of SEND that are provided for.

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 and specific difficulties with Literacy and Numeracy. Students with medical conditions are also supported to ensure their access to education has minimum disruption.

2. Procedures for identifying pupils with SEN

The Academy's SENCo is Ms J Booth and can be contacted on 0151 546 3134.

Pupils with SEND are identified by>

- Liaison with primary school and KS2 data
- Baseline testing upon entry
- Analysis of progress data
- Referrals made by teachers and pastoral staff
- Information provided by parents and carers.
- Information/assessments from External Agencies

All pupils are monitored closely and regularly to ensure early identification so the appropriate intervention can be put in place.

3 Assessment of pupils with SEND

All pupils are assessed regularly against their individual subject targets. Alongside subject assessments, pupils are assessed as part of the Intervention provision

they access. The information and data is used to ensure the appropriate support and intervention is put in place 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 SEND list and the graduated approach used to support their son's progress. 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 meet with appropriate external agencies such as CAMHS, School Nurse or our Educational Psychologist.

5. Arrangements for consulting and involving pupils with SEND

Individual progress targets will be set for each pupil. Pupils will be involved in the monitoring and reviewing of their own progress against these targets and setting their own 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.

6. Arrangements for assessing and reviewing progress

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

7. Transition arrangements

Prior to entry in year 7, to enable a smooth transition across key stages, the SENCo and relevant staff visit primary schools to meet with teachers to gather information about 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 'QFT' (Quality First) which may, where required, be adapted to meet the pupil's specific needs. Access to all aspects of the curriculum is provided and support materials made available to enhance each individual's progress.

Where available, additional in class support or small group withdrawal is provided to help pupils achieve their progress targets.

9. How adaptations are made to the curriculum and learning environment.

Through the graduated approach a specific curriculum model may be implemented to meet the specific 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. The expertise and training of staff 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 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. 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 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.

13. Support for improving emotional and social development.

The academy has an extremely strong pastoral system which enables all pupils to be known and 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: 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. The involvement of external bodies to support pupils and parents.

The academy has developed a strong network of external expertise through 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.