



# DROYLSDEN Academy

Executive Headteacher – Mr D Duncan  
Headteacher – Mr P Wilson  
Droylsden Academy, Manor Road, Droylsden, M43 6QD

Website: [www.droylsdenacademy.com](http://www.droylsdenacademy.com) E-mail: [admin@droylsdenacademy.com](mailto:admin@droylsdenacademy.com)

## **Droylsden Academy Secondary School SEN Information Report 2018-19**

*This report was updated during the second half of the Autumn Term 2018*

**"Our aim is to work in partnership with you to support your child."**

**Droylsden Academy IS A MAINSTREAM Secondary SCHOOL WITH AN INCLUSIVE ETHOS.**

This Special Educational Needs Policy is provided as guidance for staff, parents and carers, and children, with reference to the following guidance and documents. The Special Educational Needs and Disability Code of Practice 0-25 years. (DfE/DoH 2014) The Equality Act 2010 The Children and Families Act 2014, and associated regulations Supporting Pupils at School with Medical Conditions (DfE 2014).

### **1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Droylsden Academy, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Academic Achievement Battery (AAB), Detailed Assessment of Handwriting (DASH), Dyslexia Portfolio, Test of Word Reading Efficiency Second Edition (ToWRE2), Wide Range Achievement Test 4 (WRAT 4), and Visual Stress Assessment Pack.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority

### **2. HOW DO I RAISE CONCERNS IF I NEED TO?**

Talk to us – contact your child's teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCO and Curriculum Leader for Learning Support (Special Educational Needs Co-ordinator: Adele Sherlock) or Deputy Headteacher (Edward Mayell). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

### **3. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

#### **3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCO and Deputy Headteacher oversee the progress of any child identified as having SEND
- There may be a Curriculum Tutor, LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations.

#### **3b WHO WILL EXPLAIN THIS TO ME?**

- The class teachers will meet with you formally on at least a yearly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving in different lessons
- Form Tutors are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENCO to discuss support in more detail if required. The SENCO has weekly release time from class
- LSPs (Learning Support Plans) will be shared with you, your child and the teachers that support them

### **4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

#### **4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The Form Tutor has overall responsibility for the pastoral, medical and social care of every child in their form
- The year team will monitor all developments and refer to outside agencies where necessary
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENCO/HLTA.

#### **4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The policy regarding the administration and management of medication is available on the policy section of the school website. Parents can request a 'hard copy' of this information from Student Services.
- Parents need to contact Student Services if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be handed in at Student Services in the packaging that it was dispensed in by the pharmacy, with the child's name and the instructions for administration clearly shown. A medication proforma must also be completed with the parent when the medicine is handed in and subsequently collected from the Academy.
- Student Services staff will oversee the taking of the medication, as instructed on the packaging, on a daily basis. They will also record when medication was taken as directed in the relevant section of the medication proforma.
- Student Services staff who will oversee the administration of medication are all First Aid trained. They regularly support students with a range of conditions and generally know those of them requiring regular medication already.
- Spare student inhalers and epi-pens are stored at Student Services. Student Services staff are trained in and are familiar with their use in the event of an asthmatic attack or an allergic reaction.

#### **4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- The school has a Behaviour Policy available on the school website. If a child has significant behaviour difficulties, a Personal/Pastoral Support Plan (PSP) is written to identify the specific issues, put

relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.

- The school has an Attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

#### **4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- Children who have PSPs or LSPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the Student Council, as well as hold other positions of responsibility, by their class or teachers.

#### **5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- Our school has an Accessibility Plan which seeks to address the statutory requirements of the Equality Act 2010, it runs in conjunction with the Equality and Diversity Policy and SEND Policy, all of which can be viewed on the school website
- All areas are accessible by wheelchair and we have lifts to reach other floors. The staff car park does not have disabled bays but there are plenty at the front of the Academy.
- Accessible toilet facilities are available by the main reception and at various points on all floors (there is also a wet room with changing facilities in the PE area)
- A hearing loop is installed at Reception. There is also a mobile loop available
- If you have specific access queries or concerns please speak with us.

#### **6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?**

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENCO will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, sloping boards
- The SENCO reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the Deputy Headteacher. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

#### **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in LSPs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

## **7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

### **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least twice a year basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually

## **8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we track and analyse the children's' progress in learning against national expectations (which still exist) and age related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year 7 through to Year 11, using a variety of different methods. Please ask the school if you require any further details
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth. We use the following standardised assessments at Droylsden Academy to track our students' progress and determine the most appropriate interventions to put into place:
  - Academic Achievement Battery (AAB) - used for special consideration for public exams. This also gives a detailed picture of need in both literacy and numeracy.
  - Detailed Assessment of Handwriting (DASH) - helps to identify students who need an alternative method of recording and informs appropriate interventions (for example handwriting class or use of specialist equipment)
  - Dyslexia Portfolio this assessments identifies students who we suspect have a dyslexic profile.
  - Test of Word Reading Efficiency Second Edition (ToWRE2) - helps to identify students who have limited processing skills, and therefore we would recommend needing extra time to complete tasks.
  - Wide Range Achievement Test 4 (WRAT 4)- Used to apply for a reader in examinations. Also for a baseline score and to check progress during an intervention.

- Visual Stress Assessment Pack - School Edition from this assessment we identify students who could possibly suffer from Visual Stress, and then refer them to a specialist optician. The student pick the coloured overlay that suits them most. Teaching staff are then informed and use that colour in printouts and on projection screens.
- (BPVS) British Picture Vocabulary Scale 3 – Test for receptive language to deliver a read for a Speech and Language Therapy (SALT) Referral.
- The Headteacher and SENCO report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the Deputy Headteacher responsible for SEND. They also report back to the Governing Body (see section 6)

**9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. We provide a nurture area to support this and passes will be issued where necessary. Each child’s needs will be considered on an individual basis.

**10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting
- We can create ‘social stories’ with/for the children if transition is likely to prove challenging
- For children starting in Year 7, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- A transition form is sent to all primary schools prior to children transferring to Droylsden Academy. The SENCO and Year 7 Leader will visit most settings where students are transferring from
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an LSP, Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transitions/Options
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. We also also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

**11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Our SENCO has the national SENCO accreditation

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:
  - **Children's Social Care - Early Help and Social Workers**
  - Educational Psychologist**
  - CAMHS**
  - School Counsellor - (one from Off the Record, one from Early Help)**
  - **School Nurse - Carolyn Birtwistle**
  - **Health Mentor - Elaine Heyes**
  - **Teens and Toddlers**
  - **YOU Think -sexual health awareness**
  - Branching Out - substance use**
  - Youth Offending Team - preventative and following on from offences**
  - 42nd Street - counselling service**
  - CLASS**
  - **Pupil Support Services**
  - MAAT**
  - **Police**
  - **Speech and Language therapist**
  - **GP**

#### **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The school also operates an internal training programme for support staff, facilitated by the SENCO and Lead Practitioners. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a half termly basis.

#### **12. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Please speak to the Year team in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENCO (Adele Sherlock), Deputy SENCO (Lesley Hodges), Deputy Headteacher (Edward Mayell) or, in exceptional circumstances, the SEN Governor.
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites:
  - Tameside County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <http://www.tameside.gov.uk/localoffer>
  - Contact SENDIAS formally Parent Partnership Service: <http://www.tameside.gov.uk/sendias>
  - Contact IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk/](http://www.ipsea.org.uk/)

#### **13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

[admin@droylsdenacademy.com](mailto:admin@droylsdenacademy.com) in the first instance who can then support you in making contact to the relevant members of staff that needs to be involved.