

# Annual Report to parents on the provision for SEN at De Lacy Academy

**Key staff:** SENCO – Mrs A Austin

SEN Governor – Mrs P Smith

## Policies

As appropriate, school policies include explicit reference to students with SEN. The SEN policy is reviewed annually and amended as necessary.

## Number of students as identified on the SEN register as from Sept 2017:

Year	EHCP	Additional Needs	Total
7	0	19	19
8	2	13	15
9	0	14	14
10	1	13	14
11	0	11	11
Total	3	70	73
% of school roll	0.51	12.08	12.60

## Progress of pupils with SEN

Current provision is reviewed and further intervention offered if appropriate. At GCSE the 3 year trend for SEN students is as follows:

### 1. Statement Students

Year	No of Students	5 A*-C EM	Progress 8	Attainment 8	3levels of progress in English	3 Levels of progress in Maths
2014	2	0	N/A	N/A	50%	100%
2015	1	0	0.96	29	100%	100%
2016	0	N/A	N/A	N/A	N/A	N/A

### 2. Additional Needs

Year	No of Students	5 A*-C EM	Progress 8	Attainment 8	3levels of progress in English	3 Levels of progress in Maths
2014	4	33.3	N/A	N/A	33.3%	33.3%
2015	8	25	-0.45	27.38	33.3%	37.5%
2016	11	0	0.24	33.45	36.4	27.3

Intervention being offered this year includes:-

In class support  
Small group lessons  
The Lit Programme  
Fresh Start Phonics  
SpLD focussed Support  
Mentoring  
Reader-Listener Programme  
The PLC  
The Bridge  
Period 6  
Risk and Resilience  
Kooth Counselling Service  
Early College Transfer

Data gathered from classroom assessments, national exams and diagnostic testing is regularly reviewed and student observations undertaken to identify any learning gaps.

In a small number of cases an outside agency may be called into school to further support the needs of learners.

Parents are invited into school to discuss students' individual needs and their input into students' Education Health and Care Plans, My Support Plans and Pupil Profiles is highly valued.

Annual reviews are held for students with an EHCP. Parents, students and outside agencies are involved with these meetings.

### **Attendance and Behaviour**

Attendance is monitored on a weekly basis and support offered by school staff including the Attendance Officers and the Educational Welfare Officer. In 2015-2016, 36 % of the SEN cohort had an attendance level below 90 %. However, our most successful student who was on the SEND register had 100% attendance during his final year at school. Attendance matters!

Where students with SEND display concerns regarding their behaviour many of these students have been offered additional support from behaviour intervention, learning mentors and outside agencies such as B.E.S.T., C.A.M.H.S. and Educational Psychology.

### **Budget Allocation**

The SEN budget is utilised to provide Learning Support Assistants in the classroom but it is also used to purchase intervention programmes and train LSAs to deliver these programmes. Additionally, it is used to purchase hands-on support or advice from outside agencies and to purchase equipment that will help students with SEND access the full curriculum.

### **Deployment of Staff**

SEN students are supported in class by specialist teachers who have a clear understanding of their needs. In addition the school employs a comprehensive team of support staff including LSAs, Learning Mentors, HLTAs, Student Support Officers, Attendance Officers and the Head of Student Support Services all of whom support SEN students and their families. The area for SEN is led by the SENCo, A Austin and overseen by the **Assistant Principal for Inclusion, E Twort.**

### **External Agencies**

As an academy we are able to tailor support packages to meet the needs of students. The most appropriate agency will be brought in to support a student. This includes:

Educational Psychologist

Learning Support Advisory Teacher  
Visually Impaired Team  
Hearing Impaired Team  
School Nursing Team  
Communication and Interaction Access Team  
Behaviour and Exclusion Support Team

## **Liaison**

To ensure smooth transition from primary school and onto college the SENCO meets with the relevant staff in the other phases to ensure that all the key information is transferred and can be acted upon once the student moves from one school to another. Additional visits / activities are built into the schedule for those students with complex needs.

## **Professional Development**

All Staff have had:

Child Protection and Safeguarding training.

Some staff have had:

An introduction to child and adolescent mental health  
Training on the delivery of The Lit Programme  
Supporting students with specific learning needs.  
Fresh Start

The SENCO is currently working towards a Masters in SEN Coordination.

## **Disability Development**

### **Students with disabilities and medical needs within school**

Information about the needs of students is written into their Pupil Profile which clearly highlights a student's needs and any adjustments that may need to be implemented. Some of our site is not at ground level, but some classes are currently being moved onto the ground floor to ensure all students can access their learning in a fully equipped environment.

## **Inclusion**

All students have access and opportunities to participate in visits and school activities through reasonable adjustments. Exam access arrangements can be requested but this process will be led by the SENCO and our Educational Psychologist. Reports from private Educational Psychologists/Doctors' letters/ external test results will be taken into consideration but the final decision as to whether Access Arrangements are going to be granted lies with the SENCO. This also applies to the level of daily support that is put in place.

## **Parent / carer involvement in the provision**

Parents are invited to attend and contribute to various meetings throughout the school year such as parents' evenings, Annual Reviews, My Support Plan reviews, outside agency meetings and CAF meetings.