

# DANES EDUCATIONAL TRUST

## SEND INFORMATION REPORT 2022-2023

### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

Teachers in the school will be the first to notice if your child is having difficulty accessing the school curriculum. There can be a number of reasons why a child or young person may experience difficulties at school, for example a change in family circumstances; this does not necessarily mean that a child or young person has additional/special educational needs. Teachers will be the first people to address your child's individual needs within the classroom or pastoral setting.

Identification of students with additional needs (SEND) results from:

- o Information from either the primary or previous school which is passed to the SEND team
- o The school's own baseline assessments (CATs scores)
- o KS2 SATs scores
- o Progress based on data collections
- o Teacher referrals
- o Pastoral Leader referrals
- o Student self-referrals
- o Parent referrals
- o Referrals from an outside agency

If you think that your child has additional needs (SEND), please contact the school SENCo (special educational needs coordinator) in the first instance.

[tom.baines@esa.ac](mailto:tom.baines@esa.ac)

The SENCo will gather information and arrange a meeting with the child and family to discuss support needs.

### **2. How will school staff support my child?**

The majority of your child's learning needs will be supported or addressed by high quality, differentiated teaching in the classroom.

For a few students with additional needs (SEND), highly differentiated and individualised interventions may be necessary. Examples of this type of provision include: 1:1 interventions for reading, in class support to access the curriculum and small study groups for core subjects.

Children and young people are assessed for examination access arrangements by a specialist assessor and appropriate accommodations made in line with JCQ regulations.

### **3. How will I know how my child is doing?**

If your child is identified as having additional needs (SEND), you will be notified by

the school and a graduated approach (assess, plan, do and review) supporting your child will be put in place. Your views and the views of your child will be requested when considering appropriate interventions. Information will be shared with you at review meetings, in addition to normal reporting arrangements.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with input from all adults involved in the child's education. The SENCo and Pastoral Leaders will review the progress of all students on the SEND register after each reporting window.

#### **4. How will the learning and development provision be matched to my child's needs?**

All teaching staff work towards 'Quality First Teaching' and endeavour to meet the needs of all learners by addressing barriers to learning. This may include appropriate seating plans within the classroom, specialist IT equipment for students with specific needs and where identified, additional support may be offered in lessons. Relevant staff will be made aware of your child's identified needs via a student passport. This is created by a member of the pastoral team in conjunction with the child or young person, considering 'student voice' and will incorporate key strategies and recommendations from outside agencies as deemed appropriate.

#### **5. What support will there be for my child's overall wellbeing?**

The school will have access to interventions by the school's Inclusion Manager, Pastoral Support Manager, Wellbeing and Mental Health Co-ordinator, Counsellor or key members of staff.

Access to the Hertfordshire County Council School Nurse Service.

The pastoral team are also available to support the student's social and emotional wellbeing and will liaise with parents/carers. There may be a referral to appropriate outside agencies. A Team Around the Family (TAF) or Common Assessment Framework (CAF) could be implemented if more than one agency is involved.

#### **6. What specialist services and expertise are available at or accessed by the school?**

The school works closely with a number of external partners including:

- o Local Authority SEND team
- o Educational Psychology Service (EPS)
- o Speech and Language Therapists
- o Connexions
- o Communication and Autism Team (CAT)
- o Young Carers Development worker
- o Child and Adolescent Mental Health Service (CAMHS)
- o Targeted Youth Support Team
- o Occupational Therapy and Physical therapy teams
- o Education Support Team for Medical Absence (ESTMA) and other agencies as required.

#### **7. What training have the staff who are supporting children and young people**

## **with SEND, had or are having?**

The school has an ongoing programme of Continuing Professional Development opportunities both in and out of the school for all staff. In addition, your child's teachers and support staff will have access to a designated Special Educational Needs Coordinator (SENCo).

## **8. How will you help me to support my child's learning?**

We believe that regular and effective engagement with parents by schools often leads to improved student outcomes, attendance and behaviour. Where a student is receiving support, we talk to parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the pupil and the school.

Regular communication is through parent's evenings and normal reporting procedure including, contact with form tutors, subject teachers, pastoral leaders, and/or the SENCo or pastoral team.

## **9. How will I be involved in discussions about and planning for my child's education?**

All the contacts mentioned in section 8 will provide you with an opportunity to discuss plans for your child's education.

In addition, the students receiving SEND Support will follow the graduated response 'Assess, Plan, Do & Review' as recommended by the SEND Code of Practice, 2015.

## **10. How will my child be included in activities outside the classroom including school trips?**

All reasonable adjustments will be made in order that your child is given the opportunity to participate in activities outside the classroom including school trips.

## **11. How accessible is the school environment?**

Each school within the Trust has an accessibility plan to ensure that all areas are accessible to all students regardless of any disabilities.

## **12. Who can I contact for further information?**

Your first point of contact in the school will be our Inclusion Manager, Laura Magwood, who can be contacted by email at [laura.magwood@esa.ac](mailto:laura.magwood@esa.ac)

### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

To ensure a successful transition to secondary school for students with SEND:

- The school holds two open evenings, one in the autumn term and one in the spring term. These are followed by an open morning for new students that are seen to be more vulnerable and their parents. The SENCo and the pastoral team are available to speak to parents at these events.
- We liaise with previous schools to find out as much information about the needs of the SEND students transferring to the school.
- All children transferring with an EHC Plan have a transition meeting with parents and school SENCos to share information.
- On entry to the school, all students undertake CATs tests and reading tests. Scores are reviewed to help identify potential difficulties at the earliest stage.
- We help prepare young people with SEND transfer to post-16 education:
- In Years 10 and 11, students with SEND are given access to careers advice and guidance including post-16 options.

### **14. How are the school's resources allocated and matched to children's Special Educational Needs?**

The budget for SEND students is used to provide staffing and relevant resources for those students identified as requiring SEND Support. The SENCo is accountable to the Head teacher and Governing Body of each school in the Trust and produces an annual report to Governors on SEND provision.

### **15. How is the decision made about how much support my child will receive?**

All teaching staff work towards 'Quality First Teaching' and endeavour to meet the needs of all learners by addressing barriers to learning.

The support that your child will receive will depend upon the type and degree of need which is 'additional to and different from that of their peers'. This is reviewed by the SENCo as part of the school's ongoing monitoring and assessment.

### **16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Via [www.hertsdirect.org/local](http://www.hertsdirect.org/local) offer

