

Special Educational Needs and Disability (SEND) Information Report 2024-25



Welcome to our Special Educational Needs and Disability (SEND) Information Report.

Dukesgate Academy is an Inclusive setting, and we aim to ensure all children's needs are met irrespective of gender, race or disability. The school has an Equality Policy, Anti Bullying Policy and Special Educational Needs Policy that ensures there is equality of opportunity and those children with Special Educational Needs and Disabilities are not disadvantaged.

We work in partnership with parents, governors, staff, pupils and other outside professionals to ensure children get all the support they need to succeed in education.

Our Inclusion team have responsibility for SEND. Mrs. Zoe Ogden is our Assistant Principal with responsibility for Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), Safeguarding, vulnerable pupils and mental health and wellbeing. Mrs Ogden's contact details are:

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What are Special Educational Needs?



'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

A child under compulsory school age has a special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice January 2015, pg. 15)

What are the areas of SEND?



Communication and Interaction:

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder (ASD).



Cognition and Learning:

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, Emotional and Mental Health:

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or Physical needs:

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

What are the different types of support available for children with SEND?

Wave 1

Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. All teaching staff regularly receive up-to-date training to meet the needs of their class.

Wave 2

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.

Wave 3

External agencies are employed as appropriate to provide additional support and guidance.

What types of SEN do we provide for?



Communication and Interaction: We have a link speech therapist called Grace Ashwell and she completes assessments in school and in clinic. We also buy into an enhanced speech and language service and Becky Culf is based in school a day a week. She completes assessments, supports teachers and teaching assistants and works directly with children. Further support includes interventions and strategies such as; Lego therapy, WellComm (EYFS), Kagan structures, scaffolds, bespoke speech and language programs, social stories and visual aids. Two of our teaching assistants, and our SENCo, are ELKLAN t



Cognition and Learning includes interventions and strategies such as; scaffolds, models, checklists, keep up same day intervention, catch up interventions, overlays, bespoke curriculum for personalised learning, chunked up learning, breaks, pre-teach and visual aids. We use GL assessments to screen children using RAPID, COPS and LASS. This identifies the likelihood of dyslexia and cognitive difficulties. We buy licenses to NESSY (reading and spelling) so identified children can have daily access to a personalised literacy programme.



Social emotional and mental health support includes interventions and strategies such as; every classroom has a safe access to resources to help with self-regulation, emotional check ins with key members of staff, we have a pastoral lead Mrs Leech who works with children across the school and supports children awaiting an appointment with CAMHS.



Sensory and/or physical support includes interventions and strategies such as sensory circuits, bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke OT programs, South Warwickshire gross and fine motor intervention, bespoke specialist equipment and outreach support for children with visual or hearing impairments. We use resources such as wobble cushions, ear defenders, fidget toys and weighted blankets.

What is a Disability?



The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

Who are the best people to talk to in school about my child's difficulties with Special Educational Needs?



Class teacher: If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.



Our Inclusion team have responsibility for Special Educational Needs and Disabilities {SEND} and they work across the school to ensure that children have access to the things they need to make progress. They also carry out screening with children in all year groups. The Inclusion team is led by our SENCo, Mrs Ogden

What Policies support my child with SEND?



These policies have been written to further support your child within school. Please ask at the office if you'd like a copy of any of these policies to read, some are also available on the school's website.

SEND Policy

Accessibility Plan

Behaviour Policy

Anti Bullying Policy

Equality Opportunities Statement

Supporting Pupils with Medical Needs Policy

What other agencies can school use to support my child?



For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- *Educational Psychologist
- *Speech and Language Therapist
- *Occupational Therapist/Physiotherapist
- *PIT (Primary Inclusion Team)
- *Learning support service
- *School Nurses and health visiting team 0-19 service
- *CAMHs
- *Play therapy

The local authority have a SEND local offer which is an online resource for parents of children or young people with a special educational need or some kind of disability. This can be found at:

Local Offer: For children and young people with SEN or disabilities • Salford City Council

How does the school environment meet my child's needs?



Our curriculum is delivered through Rosenshine's Principles of instruction. These encourage children to be active participants in their learning and increase autonomy and independent learning strategies. We accommodate for different learning styles providing a platform for personalised learning. This is achieved through lessons and are driven through key skills which are linked to each subject area.

The school has adopted a standard approach to classroom organisation and display. This is to support children with cognitive load and have key vocab, concepts, models and scaffolds readily available at all times. It also helps to ensure that children become familiar with the layout and resources of the room.

We offer a variety of ways in which teaching can be delivered, from whole class, small group work, personalised provision to outdoor learning, specialist literacy groups and intervention groups. Teachers make changes to pedagogy, sequence or content, depending on the needs of the pupils.

How will my child's learning needs be identified and assessed?



Identification: this is usually highlighted by parents - parents are a child's first educator. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out. This would then be logged on our cause for concern sheets. We may agree that a referral to an external agency needs to be made, a classroom adaptation or a screen to be carried out in school.



SEND Register: Following implementation of the next steps, the class teacher may speak with the SENCO to discuss the child's needs and what progress has been made. A meeting will be arranged with teacher, parents and SENCO to confirm the area of need and the child will be placed on the SEND register. Again, next steps will be agreed by all and the cycle of Assess-Plan-Do-Review will start. Parents will meet three times per year during parent teacher meetings where progress and next steps are reviewed, discussed and planned.



EHCP: Some children have more complex needs that may require outside agency involvement and advice. These children may require higher levels of support and intervention. Some of these children's needs may be particularly high level and may require an EHCP (Education Health and Care Plan). This is where parents, children, SENCO any outside agencies and class teachers work together to submit paperwork and evidence to the Local Authority to request a Statutory Needs Assessment. Once this has been submitted a legal timescale is then started. This process is bound by legislation and guidance within the SEN Code of Practice. Throughout this process your child's needs will continue to be met through the support that is already in place. Children with an EHCP will also have an annu

What support do we have for you as a parent of a child with SEND?

As a parent you can arrange to meet the class teacher before or after school by phoning the office or sending an email to the office and we would be happy to discuss your child's progress and any concerns you may have.

Teachers are happy to share successful strategies used in school which can be used by parents at home. The Inclusion team are also available to help answer any further questions you may have about your child's needs. Please speak to the office to arrange an appointment.

All information from outside agencies will be shared with you personally or through written reports. Class teachers will meet with you on a termly basis and discuss the progress made towards individual targets.

Within school the Inclusion Team can offer you a range of support to help meet your child's needs both in school and at home.

Sometimes many agencies are involved in supporting your child and to help manage and co-ordinate all these people, an Early Help Assessment {EHA} may be set up so that you can meet regularly with all agencies involved.

SIASS is an organisation that helps families with children with SEND.

[Salford Information, Advice and Support Service \(SIASS\) | mycity Directory](#)



How will we support your child when leaving this school or moving to another class or school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school or moving into Year 7:

- * We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- * We will make sure that all records about your child are passed on to the receiving school.
- * Wherever possible we will arrange additional transition visits for children with SEND.
- * Wherever possible we will arrange further parents information visits.
- * Structures such as social stories and scripts can be made for individual children

When moving classes in school:

- * Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- * Current strategies and supports in place for a child will transfer to the new teacher and classroom.
- * Bespoke transition packages can be arranged for individuals with specific needs.



How do we consult pupils with SEN and involve them in their education?



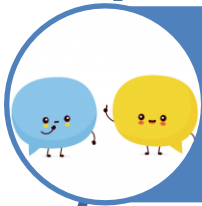
Blob tree:

This is an image that helps children discuss how they are feeling when they may not be able to express it verbally or label exactly how they are feeling.



Wishes and feelings:

This helps to guide a conversation with a pupil about what works, isn't working, times of the day they find challenging, areas of the setting they struggle in.



Interview/pupil consultations:

This is usually an informal chat so children feel safe and secure to discuss whatever difficulties they are experiencing.



Observations:

For very young children, the most reliable way of gaining their voice is through observation. This allows us to build up a picture of the child, their likes and interests, their areas of difficulty and learn how they express their needs and wants.



Review date: September 2026

