
SEN Report

What is the local offer?

Our local offer is information for parents / carers of children who have additional educational needs (AEN) and all those who support children with additional needs. This information outlines the support and provision they can expect to receive if they choose De Lacy Academy for their children.

Our local offer SEN link is with Wakefield City Council. <http://wakefield.mylocaloffer.org/s4s/WhereLive/Council?pagelD=4002>

Our Mission Statement.

De Lacy Academy is a caring school, which places the individual at the very heart of what we do. We believe in and encourage inclusion. We are an academy with great aspirations; always striving to improve the future, whilst celebrating student wellbeing, high academic standards and achievement for all in the present. We firmly believe that we are an academy in which every child can achieve and be inspired.

At De Lacy Academy we believe that:

- All children are valued and included regardless of abilities, needs and behaviours.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with Additional Educational Needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with additional educational needs and disabilities will be secured in partnership with parents / carers, children, LA and other partners.
- Maintaining children's safety and wellbeing is central to their development.

How are Special Educational Needs defined?

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

- (a) Have a significantly greater need 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.

Areas of SEND

Communication and Interaction - Students with speech, language and communication needs (SLCN) may have difficulty:

- communicating with others
- understanding and using social rules of communication.

This often includes students with Autism Spectrum Disorder, including Asperger's.

Cognition and Learning - Learning difficulties covers a wide range of needs including moderate learning difficulties (MLD) specific learning difficulties (SpLD) and severe learning difficulties (SLD) where students are likely to need support in all areas of the curriculum. Specific learning difficulties affect one or more specific aspect of learning. Dyslexia, dyscalculia and dyspraxia fall within this sphere.

Social, emotional and mental health difficulties - Students may experience a wide range of social and emotional difficulties which can lead to them becoming withdrawn or isolated or where they display challenging/disruptive/disturbing behaviour. Other students may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and / or physical needs

These include visual impairment, or multi – sensory impairment which will require specialist support and/or equipment for a student to access their learning.

What is a disability?

The Equality Act 2012 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 or eczema; autism; speech, language and communication impairments. If the impairments have 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.

Support for Students with Special Educational Needs

Students with Special Educational Needs will get support that is specific to their individual needs, such as extra intervention to support them to achieve their expected level e.g. Literacy intervention both in and outside of the classroom. This support may be provided by class teachers or may involve other school staff such as the SENCO, learning support assistants, or the learning / pastoral mentors. For some students adults from an outside agency may work with them e.g. Educational Psychologist (EPS), Communication and Interaction Team (CIAT) or Learning Support Service (LSS).

Frequently asked questions by parents:	
What can I expect if I send my child to De Lacy Academy?	At De Lacy Academy we are dedicated to providing a personalised teaching approach, which with relevant support and adjustments will maximise every child's learning. We are a fully inclusive school and our support is mainly provided within the classroom and where appropriate, pupils will receive bespoke interventions delivered by trained support staff.
How does De Lacy Academy know if children need extra help? What do I do if I think my child has Special Educational Needs?	De Lacy Academy is committed to early identification of Special Educational Needs. A range of evidence is collected through assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress then further diagnostic assessments may be done to help identify if additional and/or different provision is necessary. If you are concerned you can contact your child's form tutor, the SENCO or the Assistant Principal for Inclusion.

<p>How does De Lacy Academy organise support for children with Special Educational Needs?</p>	<p>Your child's teachers, the inclusion team and the SENCO will be involved in overseeing and planning your child's education programme. Depending on the intervention required, your child may at times be working in a small group aimed at supporting literacy and / or mathematics. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case a trained mentor or learning support assistant may support your child to be a successful member of the school community.</p>
<p>What happens if my child has a high level of Special Educational Needs?</p>	<p>The SENCO will be involved with your child from the start to plan the transition and make sure they have the necessary support in place from day one. Your child will be monitored regularly and support adjusted where necessary. Relevant testing will be carried out and if needed intervention put in place. Staff will be informed of what adjustments need to take place in the classroom via a pupil profile or support plan so your child can access the curriculum at their level. Your child may also be entitled to special arrangements in exams which could include support with reading and writing, they may also qualify for extra time to complete external and internal exams.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All our teachers are teachers of children with Special Educational Needs. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access the lessons and make good progress.</p>
<p>How will I know how my child is doing and how will you help me support my child's learning?</p>	<p>At De Lacy Academy we encourage you to contact us if you have any concerns about your child. There are regular parent evenings and you can ask for an appointment to speak to your child's class teacher, form tutor or the SENCO at a mutually convenient time. You will receive a report every term and we will always ask to see you if we have any concerns about your child's progress. We also publish a curriculum booklet, which can be found on the website, which informs parents what topics are being taught in all subjects throughout the academic year. In this we suggest what additional support in the form of enrichment parents can provide.</p>

<p>What specialist services and expertise are available at or accessed by De Lacy Academy?</p>	<p>We link with many other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy, Learning Support Service and Hearing Impaired Service.</p>
<p>What training have the staff supporting children and young people with Special Educational Needs had?</p>	<p>Our SENCO is a qualified teacher, who has achieved the Masters level accredited SENCO qualification. All staff receive regular training and updates for the main categories of Special Educational Needs. In addition a number of our learning support assistants and learning mentors are specifically trained to deliver bespoke intervention packages to assist with developing literacy, numeracy and social skills.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure everyone is fully included.</p>
<p>How Accessible is De Lacy Academy?</p>	<p>We make every reasonable adjustment possible. Much of the school site is across two levels but we have recently created a multi-purpose ground floor accessible classroom and science lab</p>
<p>How will De Lacy Academy prepare and support my child to join the school and then transfer to a new school?</p>	<p>The SENCO works alongside the Transition Leader and Head of Year 7 to ensure a smooth transition by liaising with Year 6 teachers and Primary SENCOs from the feeder schools. Extra transition is arranged as necessary in addition to our transition days. These can be arranged for individual children and / or for small groups. There are regular visits between the schools in the local area throughout year 5 and 6 which provide children with opportunities to meet teaching staff from De Lacy Academy.</p> <p>Transition to further education is co-ordinated between the SENCO of De Lacy Academy and the SENCO and support staff of local colleges.</p> <p>If your child has an EHCP, then your child's needs will be discussed and shared with local colleges.</p>

<p>How are the school's resources allocated and matched to children's Additional Educational Needs?</p>	<p>The local authority provides funding for schools to meet the needs of all children with additional educational needs and disabilities. This is calculated using information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an EHCP, we will ensure that the provision specified is provided.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>There are weekly meetings attended by: Assistant Principal for Inclusion; SENCO; Head of Student Support Services and the Pastoral Team. If there is a need for some extra support this will be agreed by everyone that needs to help your child.</p>
<p>Who can I contact for further information?</p>	<p>If you have any queries, concerns or questions you can contact the Assistant Principal for Inclusion, SENCO or Head of Student Support Services.</p>