



Section 317 (5) of EA 1996 SEN Needs duties of governing bodies in relation to special educational needs.

Annual Report to Parents on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme.

We will provide an outstanding education for the young people of the Duke's Aldridge Academy, and those who come to us from beyond, in order to transform their life chances. As a school we welcome students from the community, including those with Special Needs and Disabilities (SEND). All teachers work hard to support all the children in our school to be the best they can and students are encouraged to aim high and achieve to the best of their ability.

We understand that students blossom when the whole school provides well-organised and consistent support that promotes emotional maturity, independence and academic success. SEND students are thought about and planned for in regular meetings, and where appropriate, they are provided with additional interventions and support from trained staff.

Any child not making expected progress despite the quality first teaching they receive in the classroom will be assessed and offered either classroom based or internal interventions initially. This initial 'in-house' response is the first wave of interventions under our graduated response. If the rate of progress is still slow despite additional support, the school under the guidance of the SEN/Dco will further investigate the underlying issues. The SEN/Dco may also recommend including the young person in a specialist support group, such as additional literacy support, an ASD programme or a social skills programme.

Children who need longer term extra support will be recorded on the school's SEN register under the code 'K'. Parents/ carers will be informed that the school has concerns about the educational progress of their son or daughter/ward and no child will be placed onto a Sen category without prior discussion with the family. The school will also use external agencies where appropriate to assess the needs of the child in line with school identification procedures. Such external services are varied but may include the Educational Psychology Service, Speech and Language Service, Trailblazers (part of CAMHS), Hearing Impaired or Visually Impaired teams, Autistic Spectrum Disorder team or Child and Adolescent Mental Health Services (CAMHS). For a more detailed list, please see SEN Policy.

Schools have a duty to report to parents on the provision for SEN and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children

of the same age. Duke's Aldridge Academy will always strive to communicate effectively with parents and carers, acknowledging that families know their children better than anyone else. As such, parents and carers are a vital part of our team around the child.

The Special Educational Needs Code of Practice lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEN.

If a child on 'K' does not make considerable progress and gaps do not begin to close between a young person and their peers following our 'in-house' graduated response, the school may then request a statutory assessment of special needs, which may result in an EHCP or other resources being allocated to a young person from their local educational authority.

POLICIES

The school's SEN policy was updated in summer 2019.

KEY PERSONNEL

HEADTEACHER	Ms. Monica Duncan
SEN SLT	Ms. Monica Duncan
SEN Governor	Ms. Barbara Firth
PASTORAL LEAD	Mr. Cecil Cameron
SEN/DCo	Ms. Louise McLaughlin

EXTERNAL AGENCIES

The following agencies and individuals have supported SEN students throughout the year:

- Speech and language therapy service
- Occupational therapy
- Educational Psychologists
- Child and Mental Health Service
- Educational welfare
- Hearing-impaired service
- Visually impaired service
- ASD Team
- Behaviour Support Service
- Social Services
- Youth and Participation Team
- Police Community Support

NUMBER OF STUDENTS WITH SEN – June 2019

SEN (K) - 79

EHCP - 23

TRENDS in SEN

Currently our percentage of SEN stands at 10%. This is below that of some of our neighbouring schools in the local authority; however the number is likely to increase in September as we have applied for a number of new plans and we are expecting a number of new learners to join us in Year 7 with additional needs.

PARENT COMMUNICATION

The school has an assessment cycle of six times a year and reports are shared with parents at least three times a year through parents evenings and learning review days. Students with identified SEN needs will have at least three opportunities to meet and discuss their child's progress. At these meetings parents and the student will be able to contribute to the writing of Personal Support Plans which are regularly updated. The Headteacher and SEN/DCo are also available for parent consultations on request. Pupils with EHCP's will have assigned

keyworkers on the Differentiation team who are happy to give verbal feedback over the telephone and who are often the first port of call for day to day queries. At Duke's Aldridge Academy we see parents as key members of our team around the child and we strive to work closely with them to meet learner needs.

BUDGET ALLOCATION

Part of the school's budget is for support for students with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give effective help to all the children who need it. We measure the impact of all the ways we support children. Decisions about which support programme is best for a child are made by the Special Educational Needs Coordinator in consultation with the student, a student's teacher and parents / carers.

DISABILITY DUTY – ACCESSIBILITY AND FUTURE PLANS

Our school was originally built in 1972 and had numerous extensive building works in 1990, 2000 and most recently in 2009. Our school is fully wheelchair accessible and, by arrangement, we have access to disabled changing and toilet facilities. We are committed to making reasonable adjustments to meet the physical needs of your child including any auditory and visual needs they may have.

STEPS TAKEN TO PREVENT DISABLED STUDENTS FROM BEING TREATED LESS FAVOURABLY THAN OTHER STUDENTS

At Duke's Aldridge Academy we recognise that students need to be happy to be able to behave and learn well, so all our class teachers work with children in their class work on social skills, attitudes to learning and wellbeing. We have an inclusive school ethos. We value emotional well-being and provide opportunities such as lunch time clubs, buddies and social skills groups which allow students to form supportive friendships.