



SEND Information Report 2022-2023

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Last updated: June 2022	Next review: June 2023
Ratified by GB: Y/N	
Status: Statutory	Website: Y

A very warm welcome to Duke's Aldridge Academy's where our school motto is: **Inspire to Excel**

THE PURPOSE OF OUR INFORMATION REPORT

The purpose of our academy's SEND Information report is to inform parents and carers how:

- we welcome, support and implement provisions for students with special educational needs and disabilities (SEND);
- we ensure that all staff are well trained, positive and purposeful about the inclusion of students with SEND;
- we work closely with parents and carers in planning and reviewing their child's progress; and
- we constantly remove barriers to students' achievement.

Duke's Aldridge Academy's SEND Information Report links to the information which Haringey Council provides for parents and carers of children with SEND. You can see this on its website:

<http://www.haringey.gov.uk/children-and-families/local-offer>

Additional contact details for Parents with SEND can be found on the link below:

<https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/contact-send-local-offer>

We will keep our SEND Information Report under review – asking parents and students what is working well and what they want to improve. The next review date for our SEND Information Report is June 2023.

WHAT KIND OF SCHOOL IS DUKE'S ALDRIDGE ACADEMY?

We are a lively co-educational, multi ethnic academy based in the London Borough of Haringey in the 11-16 age range. Duke's Aldridge Academy is part of the Aldridge Foundation Multi Academy Trust. Duke's Aldridge Academy is a highly successful and popular school which serves the local community. 210 students are admitted into Year 7 each September.

Parents and carers residing in Haringey make applications for places through the London Borough of Haringey. Please follow the link below to find out more:

<http://www.haringey.gov.uk/children-and-families/schools-and-education/school-admissions>

Students in other London boroughs should apply through the borough in which they live.

Duke's Aldridge Academy follows Haringey's admissions policy. Priority is given to applicants who:

1. Are looked-after children (LAC).
2. Have Educational Health Care Plans (EHCP) or a Statement of Special Educational Needs (S).
3. Have siblings at the school.
4. Are students whom the Local Authority has identified with exceptional social and/or medical needs.
5. Live nearest the school.

Parents of children who have an Educational Health Care Plan should not apply through the ordinary secondary transfer process, but should be guided by the SEND team of the Local Authority that maintains the EHCP.

Duke's Aldridge Academy is committed to being an integral part of the local community and to working with both local and national partners. This ensures that all of our students, including those with SEND, leave our academy not only with the highest academic qualifications and the skills that will give them opportunities to have successful careers, but with values and attitudes that will make the world a better place.

Our most recent OFSTED inspection rated the school as Good (November 2019).

Our Vision:

Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support; challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

Currently, the school is catering for a total of 31 students with EHCP's and 120 students on 'K'. Our SEND register represents 15% of the total school population.

WHAT WE THINK IS IMPORTANT AT DUKE'S ALDRIDGE ACADEMY

- We welcome difference and diversity. Our culture is based on respect, strong relationships and tolerance. We are unequivocal in challenging discrimination.
- We help all of our pupils to realise their potential and to recognise the basic equality of all people so that they can become independent, self-motivated learners and responsible citizens.
- We value and celebrate the achievements of all our students.
- We are committed to working in partnership with parents to ensure they are well informed and centrally involved in the life of the school.
- We will always involve parents and their children in planning and reviewing progress; we keep parents informed of their child's progress and share positive information with them, as well as raise issues where necessary.
- We know that the earlier we identify special educational needs and provide support, the more successful our students will be.

- We will always provide expert support and resources for students with SEND to fulfil their potential. We do this by monitoring their performance and of staff carefully and systematically.
- We make sure that all our staff has the knowledge and skills to support all students with SEND in our school.

HOW WE LEARN WITH AND FROM OTHER SCHOOLS

We are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEND issues are up to date. We undertake visits to local schools to look at aspects of their practice such as how they support pupils making slow progress in reading and mathematics and how they train, support and make best use of additional adult support across the curriculum.

We share our site with the Vale Special School and we value their input into how we construct our provision for our SEND population. Furthermore, both the Vale Special School and Duke's Aldridge Academy welcome any opportunity where we can work together to offer each of our pupils opportunities to participate in each other's curriculum.

Our SENDCO attends the Local Authority information sharing meetings and liaises with members of the Local Authority to keep Duke's Aldridge Academy up to date with national developments and local projects on inclusion. Furthermore, our SENDCO is a fully accredited and well experienced practitioner who has supported schools and specialist settings to improve.

SPECIALIST SUPPORT

Teachers and support staff work closely with members of specialist support services which provide for our academy. The services which are working in our academy include both in-house services (professionals that are bought in by the academy) and services external to the academy's normal staffing:

Specialist Service and type	Frequency	Examples of what they do
Educational Psychologists: external service	Termly visits plus statutory work	Observation of children Advice to staff, parents and children Support for assessments
Haringey Speech, Language and Communication Service	1 day per week (usually Wednesdays)	Support for children (one to one, small group or in-class) Support for teaching staff in making the curriculum accessible for pupils who have communication difficulties Ongoing staff training Support for assessments
Haringey Autism Service): external service	Input for pupils with an ASD diagnosis	Observation of children Advice to staff, parents and children Support for assessments
Children and Adolescent Mental Health Service (CAMHS): external service	By referrals for specific children	Mental health support and advice for children and their families
The Haringey Hearing and Visually Impaired Service): external service	By referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments.
Occupational Therapists): external service	By referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with physical impairments and/or fine and

		gross motor difficulties.
Community Policing Team	Full-time in-school position	Support and advice to parents, children, school staff Keeping our school community safe
School Health Team: School Nurse	By referrals for specific children	Support and advice to parents, children, school staff on health matters including vaccinations, hearing tests, child development and other medical concerns.
Trailblazers	Weekly Support (usually Wednesdays and Fridays)	Support for young people and families, before a situation escalates to the level where they will need to be seen by CAMHS or other NHS mental health services.

COMMUNICATING THE LOCAL OFFER

- We have placed this information here on our website:
<http://www.dukesacademy.org.uk/about-us/academy-policies-and-procedures/>
We have tried to make sure everything is clear and helpful.
- You will also find our new SEND Policy and a summary on the school's website. You can pick up a summary of our SEND policy from our office.
- We want everyone to be able to read and understand our Local Offer so we also provide leaflets and summaries on issues such as identification of SEND and personal plans; you can collect these from our office.
- If you want to talk to member of staff we will arrange for a member of staff to speak with you and answer your questions.
- We will provide an interpreter in the main community languages when this is needed.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL?

We constantly monitor the impact our service makes in the progress of our pupils. Where we have been less successful, we take action. These are the facts and data we use to make sure we continue to meet the needs of all pupils identified with SEND:

1. Duke's Aldridge Academy uses SIMs to collate all student information. Every student has a profile page which tracks their attendance and punctuality to school and for every lesson, collects exam and assessment levels as well as records their SEND and medical details.
2. Their behaviour records, also recorded on SIMs, which includes all the provision that the academy has implemented to support its pupils.
3. All pupils are formally registered in at 8:45 am and again at the beginning of every lesson to ensure we have accurate attendance and punctuality records.
4. Their involvement in activities, visits and clubs, is formally monitored by the school.
5. Their commitment to the academy and the wider community through volunteer work, is also monitored and formally recognised by the academy.
6. Where our pupils go when they leave our school. We support this process by ensuring smooth transitions into further or higher education, or training.
7. Our Student Support Panel (SSP) regularly links the Pastoral and Special needs team with Achievement Coordinators so that individual pupil needs and provisions can be discussed at a high level every week.
8. The views of our pupils, and their parents, about their provision and outcomes.
9. Parental confidence and trust and, if there are any complaints, that they are dealt with quickly and resolved positively.

WHO TO CONTACT FOR MORE INFORMATION

Head Teacher:

Ms Monica Duncan

SENDCO/ Head of Differentiation:

Ms Valerie Sweeney

The SENDCO is the first person to contact if you have any questions about our approach to SEND and she leads on the day to day operation of our SEND procedures following the SEND Code of Practice.

Email: vsw@dukesacademy.org.uk

SEND Link Governor:

Ms Stephanie Tyrer

Email: chair@dukesacademy.org.uk

SEND Administration Assistant:

Ms Lorraine Turner

Email: ltu@dukesacademy.org.uk

DUKE'S ALDRIDGE ACADEMY'S SEND OFFER

We present our SEND Offer under 12 headings:

- 1. What academy leaders and governors, including the academy's SENDCO, do to make sure that all students feel welcome, included and achieve their potential.**
- 2. How we develop the skills, knowledge and expertise of academy staff.**
- 3. The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.**
- 4. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.**
- 5. How we review your child's progress.**
- 6. How we make sure that teaching and support helps your child to learn and make good progress.**
- 7. How we make sure that students with Special Educational Needs and Disabilities enjoy a broad and balanced curriculum.**
- 8. How we make sure that our academy and classrooms are safe, accessible and stimulating.**
- 9. How we work in partnership with parents and carers.**
- 10. How we listen and respond to students and young people with Special Educational Needs and Disabilities.**
- 11. How we support students with Special Educational Needs and Disabilities joining our academy, leaving our academy and making transitions.**

12. How we support students' health and general well-being including their safety, attendance and positive behaviour.

1. What academy leaders and governors, including the academy's SENDCO, do to make sure that all students feel welcome, included and achieve their potential.

Our Headteacher, Ms. Monica Duncan, has overall responsibility for SEND and Inclusion; this means that SEND issues are regularly discussed and kept under review at Senior level.

Our SENDCO, Ms. Valerie Sweeney, manages the day to day provision.

She keeps a register of children and young people we identify as having a SEND.

She works closely with subject teachers and Achievement Coordinators and plans the programmes of support for individuals and small groups of pupils with SEND.

You will be able to see a list of the provision we offer pupils in the Appendix of this document. You can also see it in our SEND Policy. We will provide you a summary of the provision your child is being allocated upon your request. This is called a personal provision map and it shows the way we provide support for different needs, such as reading, writing, communication and numeracy.

The Differentiation Team at Duke's Aldridge Academy includes:

Title	Examples of their work
SENDCO/ Head of Differentiation	Leads the Differentiation Team, which includes the SEND Team as well as the EAL (English as an Additional Language) Team Monitors Statutory duties Provides and organises training Coordinates provision, including Access Arrangements Liaises with parents/ carers Key contact for specialist teams Effective record keeping Tracking and monitoring of student progress (additional needs students)
Head of EAL	Manages the EAL Teachers Coordinates curriculum/ provision for all pupils who are newly arrived to the country and learning English as an additional language Induction coordinator for mid-term admissions
Differentiation Teachers	Deliver curriculum/provision for EAL/ AEN (additional educational needs), SEND students in one-to-one or small group sessions, or through partnership teaching in mainstream classes
Pastoral Assistant	Supports students who have organisational, behavioural or social difficulties through one to one, small group or in-class programmes.
Teaching Assistants	Partnership teaching with Subject Teachers in delivering the curriculum to pupils with additional needs, including those with Statements and Educational Health Care Plans. Teaches one to one or small group support sessions, targeting areas of particular need.
Speech and Language Therapist	Support for children (one to one, small group or in-class) Support for teaching staff in making the curriculum accessible for

	pupils who have communication difficulties Ongoing staff training
Educational Psychologist	Support for children (observation, assessment or one to one work) Advice to staff, parents and children Ongoing staff training Support for assessments
Administrative Support	Supports the administrative tasks of the SEND department to ensure the positive implementation of the SEND COP

We carefully monitor the progress and well-being of children and young people with SEND.

We also evaluate the quality of our provision for students with SEND, including teaching and support. For example Senior leaders observe lessons and hold discussions with teachers and support staff.

We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support. For example, the majority of Learning Support Assistant time is dedicated in double staffing lessons to ensure that our pupils identified with SEND have the necessary support to make progress in their mainstream lessons.

If we think we can improve our provision, we change it. We describe these changes in our Departmental Improvement Plan which then informs the overall Academy Improvement Plan. The Departmental Improvement Plan is written and managed by the academy's SENDCO. The Academy Improvement Plan is written and managed by the Head Teacher and the Senior leadership team.

The Governing Body challenges us to make sure we constantly improve the quality of provision for students with SEND and the outcomes that they achieve. We have a specialist SEND Governor and his name is Tony Millard. He meets with our SENDCO, makes visits to classrooms looking at learning and teaching and reports termly to the full GB.

We fully involve our Governors when we review and revise our SEND policy.

FREQUENTLY ASKED QUESTIONS – leadership, management and governance

Q. Who are the key people involved in making decisions about students with SEND?

A. The person with overall responsibility is the Headteacher. The SENDCO manages the day to day provision and planning and works closely with the Differentiation Teachers, Teaching Assistants (TA), Pastoral Assistants and other key Inclusion staff. The majority of SEND time is allocated back into mainstream classrooms to ensure that students with SEND have the support necessary to make progress in their studies. If your child has an Educational Health Care Plan, or a SEND Statement, they will have an allocated SEND keyworker for you to communicate with. They will introduce themselves to you at the start of every academic year and communicate regularly about your child's progress and provision.

Q. Who is keeping an eye on my child's progress at Duke's Aldridge Academy?

A. All members of staff who teach and support your child will be checking on your child's progress. This includes your child's Form Tutor and both subject and support teachers, all who will be checking on his/her progress and will report regularly on this progress. If your child is in receipt of support that is different or additional to the norm then the SENDCO, and/or members of her team, is also involved.

Q. What funding and resources does the academy have for my child with SEND?

A. We receive funding at the start of the financial year for supporting students with SEND. The amount of funding is designated by the local authority to reflect the different level of needs in each school/ academy in the borough.

Q. If a child has an exceptional level of need; can the academy apply for additional funding?

A. Yes, we can. If a student is presenting with an exceptional level of need, after careful monitoring of support and progress, we will engage with you in discussions about your concerns and ours. We will decide together the next course of action. This may lead to the academy making an application to the Local Authority for an Educational Health Care Plan. The academy then has to show that it is using existing resources effectively and the student is still not making adequate progress. If the borough agrees with the academy's and/ or parents'/ carers' assessment that additional funding is needed, Haringey will carry out a Statutory Assessment. At the end of this assessment period, an Educational Health Care Plan will be published. This will outline areas of need, desired outcomes and accord additional funding to the academy.

You can find more details on the Haringey Local Offer website.

2. How we develop the skills, knowledge and expertise of academy staff.

All staff, including all support staff, have regular training and guidance to meet the needs of our students.

At least one of our training days has a SEND focus where we make sure that teachers and TAs:

- have an awareness of the different special educational needs and disabilities in our academy.
- know where to find all the data, including positive teaching strategies and SEND pupil profiles, needed to meet the needs of all the pupils that they teach.
- are able to plan and teach/support lessons which meet the needs of all students.
- understand the social, emotional and behavioural needs of students with SEND.

We provide training for all of our SEND staff, including our Teaching Assistants who are working with students with a particular SEND for example, numeracy, and literacy and / or communication difficulties.

The Differentiation Department meet regularly to share relevant information on pupil support and provision. This time is also used for training purposes and gives the team opportunities to share resources.

The Differentiation Department consistently raises the profile of our pupils identified with SEND by promoting inclusion and inclusive teaching through, for example, ensuring all relevant pupils have a personalized Pupil Profile form and whole school access strategy training.

We provide specialist training for Subject Teachers, Differentiation Teachers and Teaching Assistants who support students with the most complex needs for example general Learning Difficulties, Downs Syndrome and/or Autism.

Our staff handbook provides written guidance about the difference areas of SEND in our academy. This can also be found in the staff-shared areas within the academy's network.

The SEND COP 2014 recognises that there are four main categories of special educational needs:

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

We know that children will frequently have a range of needs.

At the start of the academic year staff are briefed on SEND processes at the academy. Staff are given instruction on where to find the SEND Policy, our Collaborative Teaching Protocols and SEND Pupil Profile forms. Pupil SEND information is shared with them and all staff are told the academy process for raising concerns for specific pupils. At Duke's Aldridge Academy, all Inclusion Managers meet weekly in a Support Panel (SSP) meeting to discuss any concerns that staff or parents have raised in regards to the learning and achievement of specific children. All staff, parents and the students themselves are able to raise concerns and those concerns will be discussed in our weekly panel where the academy will then decide the most appropriate intervention. Please see our SEND Policy if you require a more in-depth description of Duke's Aldridge Academy's referral processes.

Members of our SEND team attend training sessions run by national and local organisations.

We regularly run drop-in sessions for all members of staff to learn more about how to meet the different special educational needs or regarding the support and provision of specific students.

FREQUENTLY ASKED QUESTIONS - Skills, Knowledge and Expertise of academy staff

Q. How will all of the teachers know about my child's needs?

A. The SENDCO manages the SEND register. The students that are monitored on the register, or who are new arrivals to Duke's Aldridge Academy, will be supported in writing a Pupil Profile that will list their specific needs, how they like to be taught and areas of particular interest the students wish to share with their teachers. The profiles are edited bi-annually. Their interventions will be tracked on the academy's provision mapping system (SIMs). The SENDCO also gives guidance and advice on the most successful strategies for supporting students with SEND.

Q. How do you make sure that staff new to the academy are able to meet my child's needs?

A. All staff new to the academy have an induction programme which includes input from the SENDCO. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support.

Q. Will there be someone in the academy who has experience and training on my child's needs as soon as he/she starts?

A. We have a wide range of expertise in our SEND team. We have staff who are trained to offer appropriate support in many areas of learning needs. They receive support and training from specialist services to make sure that our expertise is current. If a child is coming to our academy with needs requiring new expertise, we make a plan to develop that expertise and provide relevant ongoing training. Moreover, with regular and ongoing visits from our Speech and Language Therapist and Educational Psychologist, we can respond to training needs swiftly and review how we are doing with much more ease.

Q. Will my child have a key worker?

A. Yes. In the first instance, a pupil's keyworker is their form tutor. If your child has an Educational Health Care Plan, your child will automatically be allocated a keyworker from the SEND Team.

Where a pupil has complex needs and multi-agency intervention, a key worker may be allocated to your pupil. The Key Worker of a pupil will coordinate provision and monitor the achievement and well-being of your child.

3. The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.

Teaching and support staff work closely with members of specialist services which provide support for our academy. A full range of these services works in our academy are:

Specialist Service	Frequency	Examples of what they do
Educational Psychologists: external service	Termly visits plus statutory work	Observation of children Advice to staff, parents and children Support for assessments
Haringey Speech, Language and Communication Service	By referrals for specific children	Observation of children Advice to staff, parents and children Target specific pupils with complex SLCN for intervention group Support for assessments
Haringey Autism Service: external service	Input for pupils with an ASD diagnosis	Observation of children Advice to staff, parents and children Support for assessments
Tavistock – supporting children with complex needs	By referral for specific children	CAMHS Tavistock works with children and young people with severe disabilities and complex needs, including sensory impairments. We aim to help them join in with all aspects of school, leisure and community activities, and support their independence and involvement in all decisions that affect them, preparing them for adult life.
SCAS – Social Communication Assessment Service	By referral	Assessment service to identify specific communication difficulties such as Autism
Children and Adolescent Mental Health Service (CAMHS)	By referrals for specific children	Support for the emotional and personal development of children Staff training
Trailblazers	Weekly	Support and advice to teachers and 1-2-1 social and emotional support for learners with anxiety and other barriers to learning.
The Haringey Hearing and Visually Impaired Service	By referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments.
Occupational Therapists	By referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with physical impairments and/or fine and gross motor difficulties.
Community Policing Team	In-school position	Support and advice to parents, children, school staff Keeping our school community safe
Schools' Health Team: School Nurse	By referrals for specific children	Support and advice to parents, children, school staff on health matters including vaccinations, hearing tests, child development and other medical concerns.
Haringey Physical Disability (PD) Outreach Service	By referral	Available to support transition of pupils with physical disability.

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

- working one to one and with small group work with students
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

You can find more information about specialist services who work with Haringey schools in the Local Authority website:

<http://www.haringey.gov.uk/children-and-families/local-offer>

FREQUENTLY ASKED QUESTIONS - SPECIALIST SERVICES AND TEAMS

Q. Will I be able to meet the speech therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress. You will be consulted and kept informed of the process and outcomes.

Q. How long does a referral take?

A. This depends on the needs of the student and the different services. You can find more details about the specialist services working in Haringey schools and academies using the following link: <http://www.haringey.gov.uk/children-and-families/local-offer>.

There are some useful links on the academy's SEND Policy for you to access, offering information and links to various services in Haringey.

Q. If my child is referred to a specialist service, how will I know what's going on?

A. We will always involve you in any decisions about whether your child has special educational needs and the best ways to provide support. If your child requires these services we will involve you in the process at every stage.

4. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. We visit the primary schools to discuss children's transfer to Duke's Aldridge Academy and ensure that we have a full picture of the support that is needed. Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the academy will visit the pupil in their primary schools whilst in Year 6 and can meet the young person and their parents at their Annual Review meeting. For very anxious young people or those who will need a longer period to adjust to the school and its routines, we offer and plan additional sessions at Duke's Aldridge Academy before their start in Year 7. This could involve a tour of the school, some time in the Nurture Group or joining other children at lunchtime for a meal.

We also analyse a wide range of information from primary schools about students' needs including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision.

During the summer before their start in Year 7 to Duke's Aldridge Academy, pupils will be asked to participate in our Summer Activity Programme where they will be offered a variety of sessions. These sessions are meant to help children get used to being part of the Duke's Aldridge community and also allow our teachers to get a better picture of their specific needs. This information then gets written up and passed to relevant staff from September.

Upon entry to Duke's Aldridge Academy your child's previous academic achievements will be recorded and distributed to staff. Year 7 students sit a standardised on-line Reading Test at the beginning and all participate in the Accelerated Reading programme run by the English Department. From this information and their end of KS2 levels (SATs and/or Teacher Assessment levels) the school gets a good picture of where your child's strengths lay and is also able to set realistic and achievable short, medium and long-term targets. Every subject teacher completes teacher regular assessments and maps your child's progress on SIMs.

As a new parent to Duke's Aldridge Academy, you will have the opportunity to have a meeting with a member of academy staff so you can share with us all the information you feel we need to provide the best possible education and care to them. In this meeting, it may be possible to agree a support programme or you will be given details of the relevant person with whom to discuss this with. We will make sure that the information you give us will be shared with all of your child's teachers, should you wish.

Moreover, if your child has a medical condition or need, you will be invited to meet with a member of staff to complete and sign a Medical Information Plan. This will allow you to inform the academy of your child's specific medical needs, medication and other special arrangements the academy will need to undertake to ensure continuing good health. This form will be updated annually or as needed.

We identify and assess needs throughout a student's time in our academy through regular and rigorous whole school assessment procedures.

For students coming in to Year 7, we ask whether parents or carers have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as he/she starts school.

Finally, throughout the year, the SEND team will invite parents who have children identified with special educational needs to open sessions, where they can book an appointment and discuss their child's provision, progress and any other concerns directly with a member of SEND staff.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify students with SEND in our SEND policy.

FREQUENTLY ASKED QUESTIONS - HOW WE IDENTIFY AND ASSESS STUDENTS WITH SEND

Q. If I feel that my child has a SEND, who do I contact?

A. Your first point of contact is your child's form tutor or Achievement Coordinator. If she/he cannot help, she/he will put you in touch with a member of the Differentiation Department. They will always communicate with you about your concerns before there is an agreement that your child has a special educational need and before the academy plans a programme of support.

Q. How does the academy decide that a student has a special educational need and goes on the SEND Register? Are there criteria?

A. The academy follows a rigorous identification process in order to accurately identify pupils who have special educational needs. A key criterion is a lack of progress, taking into account the pupil's age and individual circumstances. Please see the academy's SEND Policy for the identification and assessment of pupils with special educational needs.

Q. Will my child have an individual plan?

A. Duke's Aldridge Academy has an information sharing system whereby the needs of all pupils are highlighted with all teachers and positive teaching strategies are shared. The system is updated twice yearly. If your child has an Educational Health Care Plan or Statement, s/he will also have a Current Provision Map form and a Pupil Profile. The information set in these documents will focus on the most important areas of need and are then monitored by Differentiation staff both within the classroom and during intervention sessions. Furthermore, your child's termly provision will state which lessons they are being support in, what interventions have been put in place and which members of staff are leading on these.

5. How we review your child's progress

It is very important for our academy that ALL of our students enjoy success and achievement and make good progress in learning.

Subject teachers assess the progress of all students in their subjects at least once every half-term. The academy uses SIMs to track the progress of pupils. You, as parents and carers, receive copies of your child's SIMs progress page at Parents' Consultation Evenings, Tutor Review Days/Evenings, during SEND parental open days and always upon request.

In addition we use the information we have about each child to plan an individual programme of support. This is coordinated in a provision map. When there are two members of staff in a classroom, and if your child requires additional support, staff will formalise their working partnership and be explicit with their designated roles and responsibilities. When your child requires additional programmes of study, for example literacy or communication interventions, baseline assessments will be completed at the outset and another assessment at the end of the intervention. These results will be shared with you in an end of Intervention Evaluation. We will make sure that children and parents/carers always know these targets and the next steps for learning.

FREQUENTLY ASKED QUESTIONS - REVIEWING YOUR CHILD'S PROGRESS

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. We will invite you to a meeting at least twice a year to discuss your child's progress. If you have concerns and worries during term time about your child, please contact your child's form tutor or Achievement Coordinator and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

6. How we make sure that teaching and support helps your child to learn and make good progress

We know that high quality teaching and skillful support will make a big difference to the progress of students with SEND.

Making sure that this happens in all classrooms is one of the most important things that our academy leaders, including members in our SEND Team, do.

We make sure that the guidance and advice of specialist services and experts informs teaching and learning. For example, we provide training and ongoing support through our Speech and Language Therapist and Educational Psychologist for all teachers of a student who have been diagnosed with autism.

The SENDCO and SEND team work with teachers and support staff to promote inclusion and provide effective teaching and support for students with SEND in a variety of ways. These include:

- carefully differentiated (taking account of different needs) planning which ensures that all students can make progress
- helping and supporting Subject Teachers to take full responsibility for all student's learning and progress
- using a wide variety of teaching approaches, for example, guiding learning through demonstration, group and paired work and providing visual support materials
- providing a stimulating, rich and interactive classroom environment
- tracking progress
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- providing additional adult support either from the SENDCO, Differentiation Teachers, Teaching Assistants or other specialist services
- making available specialist equipment and digital technology to support access and participation in learning, for example, white boards and iPads.

We help our students to develop their skills as resilient learners and to persevere when they find learning difficult. You can read more about how we support good learning in our whole academy policy found on our academy website: <http://www.dukesacademy.org.uk/>

Finally, we ensure that all pupils have fair access to examinations by providing access arrangements for those that are legally entitled to them. We have developed a robust provision ensuring all pupils have their needs met for exams. Access arrangements are coordinated and managed by our SENDCO, who identifies the pupils who could qualify for them. Duke's Aldridge Academy employs an external assessor who then carries out a range of assessments as indicated by the exam board. Once the assessments have been completed, the SENDCO applies for the concessions directly to the exam board, who then agrees with our applications. From that point, all pupils who qualify for access arrangements have this service offered to them for all formalised assessments. The various access arrangements offered to our young people include:

- 25% or 50% extra time
- Rest breaks/ Prompts
- Access to word processor
- Access to a Reader, a Scribe or, sometimes, both

FREQUENTLY ASKED QUESTIONS – TEACHING AND SUPPORT

Q. What kind of support will you be able to offer my child?

A. This depends on the needs of your child. We provide a range of specialist one to one and small group support as well as in-class partnerships between subject teachers and support staff. Where necessary we arrange members of specialist services to work directly with students or to train staff on specialist programmes.

Q. Will teachers understand my child's needs?

A. The school uses the programme SIMs to monitor students and inform staff of needs and provision. Pupil Profiles and Provision Maps are all saved directly on a student's page where they are easily accessible to all staff.

Q. Where can my child get homework help?

A. Duke's Aldridge Academy runs an extended day. The library is open before the school day, at break and lunchtimes, and after school allowing all pupils access to computers and space to complete their homework. Most curriculum areas run after school help sessions. The SEND department runs two after school homework help sessions, on Mondays and Thursdays, from 3:15 until 4:15. The Homework Club is staffed by the SEND Team.

Q. How can I get my child support during his exams?

A. If you have concerns regarding your child's access to examinations, please contact your child's Achievement Coordinator or the SENDCO directly who will follow up and reply to your concerns.

7. How we make sure that students with SEND enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all students. We want our exciting curriculum to be one of the many reasons our students love coming to school.

We work hard to ensure that all our students, including those with SEND, achieve in lots of different ways as well as academic learning, for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We also arrange educational visits and journeys and make sure that all our students can take part. When necessary we will do a risk assessment and make reasonable adjustments to plans and arrangements.

You can see a table of our current provision or our additional specialist interventions at the end of this document. We are confident that all the specialist interventions we run at Duke's Aldridge Academy are successful. These sessions are to help students who are not making expected progress in an area of their learning, for example, reading and/ or number skills. They run for a limited time and this time varies depending on the extent of need and the type of programme. These sessions are well taught by a qualified Teacher, a Teaching Assistant or another specialist such as a Speech and Language Therapist.

We take reasonable steps to include students with SEND in our curriculum, for example:

- Providing a visual timetable and clear explanations for a student identified with autism
- Providing assistive technology, including a laptop, to ensure access to the curriculum for a student with cerebral palsy
- Providing quiet time out for a student with severe anxiety and emotional needs

We keep interventions under review, for example, we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress we will consider other forms of support in discussion with you, relevant subject teachers and your child.

FREQUENTLY ASKED QUESTIONS – OUR CURRICULUM

Q. What happens if my child is not making progress in reading? Is there any extra support?

A. We provide additional support through one to one and small group teaching sessions (interventions). We are confident in the systems that we use as they have proven effective in increasing pupils' reading ages and confidence. We have hard data which backs this up. We always consult you when we are planning to do this and we report back on your child's progress.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. If your child qualifies for an intervention; they will be removed from mainstream lessons for a short period of time. You will be notified by letter of what the intervention is for, its' frequency and when it is happening. The contact details for the member of staff running this intervention will be on this letter. We welcome you to contact us with your queries or concerns.

Q. How will my child get involved in extra-curricular activities?

A. The curriculum includes a wide variety of clubs and activities that take place before and after school, and during break and lunch times. We monitor the attendance of our most vulnerable students at these activities.

8. How we make sure that our school and classrooms are safe, accessible and stimulating

We work hard to make sure that our building and all classrooms are safe, stimulating and accessible.

We promote positive images of disability and difference across the school and promote diversity in assemblies, tutor time and our curriculum. Where there is a specific need, we will invite specialist services to promote inclusive practice.

We have an Accessibility Plan through which we are making improvements to the school environment over time, for example, we are removing minor barriers to movement around the school for our pupils with limited mobility. We ensure those pupils who have limited mobility can access the lifts when they are required to move between levels.

We undertake a regular review of the school site to ensure that the environment – building, playground and classrooms – remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a student with particular access or support needs.

We have a range of equipment designed to support the development of students' coordination and motor skills.

For some students with special educational needs, we provide specialist equipment including digital technology: for example, laptops and access to iPads. Our students have access to our on-site gym and swimming pool facilities.

FREQUENTLY ASKED QUESTIONS – ACCESSIBLE SCHOOL AND CLASSROOMS

Q. How accessible is the building for my child who uses a wheel chair?

A. We are fully accessible for wheel-chair users including ramps, disabled toilets on all floors and two lifts.

Q. My child has a visual impairment- will the school be able to meet her needs?

A. We have improved the “visual environment” - for example, the clarity of signs around the academy to help our students with moderate visual impairment. We also work closely with the Sensory Support Service to make sure that we provide the right kind of specialist resources needed to access the curriculum. We also provide training for support staff and have a “Sensory Champion” who is developing specialist knowledge of physical impairment, visual and hearing impairment.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child’s needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

9. How we work in partnership with parents and carers

We know that the active involvement of parents and carers in supporting the education of their child is one of the most important factors in ensuring a child’s success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

We will always involve parents and students in planning and reviewing progress. We ensure that all specialist provision offered to their child is communicated with them and that they will have opportunities to meet with members from the Differentiation Department to ask questions and receive updates on their progress.

We communicate clearly and regularly with parents and carers of students with SEND about:

- how we support their children;
- their achievements and their well-being; and
- their participation in the full life of our academy.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback, formally in Annual Review meetings or during Parent Consultation Evenings, or more informally in telephone conversations and emails, on how well we are working with our parents.

We try to communicate in plain English and have several multi-lingual staff who can offer translation and interpretation services in Albanian, Arabic, Bengoli, Bulgarian, French, Italian, Lingala, Polish, Portuguese, Romanian, Somali, Spanish and Turkish.

FREQUENTLY ASKED QUESTIONS – PARTNERSHIP WITH PARENTS/CARERS

Q. Who do I talk to in the academy if I have questions about my child’s SEND?

A. The first person to talk to is your child’s form tutor who will always be happy to meet you, listen to your concerns and discuss your child’s progress in day to day lessons; about friendships and personal development. He or she may then put you in touch with the SENDCO or their Achievement Coordinator.

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the special educational needs of your child, the academy's SENDCO will listen carefully to your concerns, explain the different ways in which the academy supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child; the SENDCO can help organise this meeting.

Q. If my child has a Statement/ an EHC Plan, how will you make sure I am involved in planning and reviewing?

A. If your child has a Statement or an Educational Health Care Plan, they will be allocated a keyworker from the SEND Team. That keyworker will contact you at the beginning of the year to share your child's provision and targets. We will formally review their targets yearly during their SEND Annual Review. At any point during the year, if you would like to discuss their progress and provision, you can contact your child's keyworker or the academy's SENDCO.

Q. What can I reasonably expect from the academy?

A. We will involve you when we are assessing your child's needs, when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with students with SEND which you can look at and contribute to.

Q. Where can I find information about how the academy works in partnership with parents and carers of children with SEND?

A. You will find information and support in several places, for example:

- our SEND policy on the academy's website;
- our academy's prospectus;
- our academy's SEND Information Report

You will also find lots of information about how different services in Haringey provide help and support to students with SEND and their parents on Haringey's Local Authority website:

<http://www.haringey.gov.uk/children-and-families/local-offer>

Q. How can you help me to help my child at home?

A. We offer parent/teacher consultations upon request if you are wishing to be trained in supporting your child in their literacy and numeracy development.

Q. Is there a special service in Haringey that supports and advises parents about issues such as assessment and provision?

A. Yes. It's called the Haringey SEND Information, Advice & Support Service. It is funded by Haringey Local Authority but is totally independent in terms of giving advice. You will find information on the website:

<https://markfield.org.uk/haringeys-SEND-information-advice-support-service/>

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through phone conversations, emails and/or face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website.

If you would prefer to speak to an independent adviser, you may wish to talk to an advisor on Haringey's SENDIASS Team. You can find their details using the following link:

<https://markfield.org.uk/haringeys-SEND-information-advice-support-service/>

10. How we listen and respond to students and young people with SEND

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the academy to be certain that it hears the voices of students, especially those who are most vulnerable.

We make sure that we listen to students in our academy and respond to what they say in many ways, including:

- clear policies and systems to support students in expressing any worries or concerns that they have. We always give our students the right to choose their preferred adult to talk to.
- talking to students and/or groups of students after lesson observations to understand their experience of the lesson.
- having pupils with SEND write their own Pupil Profile forms which outlines what is important to them and how they like to be taught and supported.
- inviting students to make personal contributions to their Annual Review meetings, for example, through a video montage or power point preSENDtation.
- doing an annual pupil questionnaire on pupil voice.
- encouraging students to respond to feedback given through developmental marking.
- agreeing with them individual targets.
- making sure that our School Council is inclusive and repreSENDts the whole of our community.
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

FREQUENTLY ASKED QUESTIONS – LISTENING TO STUDENTS

Q. Who can my child talk to if she/he is worried about something?

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties. For example, your child will spend 20 minutes every morning registering with their form tutor. While tutors are responsible for monitoring punctuality, attendance and progress of their tutees, their primary concern is for the happiness and achievement of your child. They will always be willing to set some time aside to listen to your child's concerns or answer their questions.

Q. What should I do if my child says that they do not want to come to school?

A. Contact a member of staff who you feel comfortable with as soon as possible. They will be able to talk through the issues and make suggestions of support. They will also be able to contact your child's Achievement Coordinator and Tutor so that support for your child can be quickly put in place.

Q. How will you make sure that my child is safe in Duke's Aldridge Academy?

A. Your child's safety is our primary concern. We have many procedures and systems in place to ensure that they are safe. This includes ensuring that your child is supervised by an adult at all times (including break and lunch times), medically trained staff who can respond to emergency situations, access to the School's Police Officer and a substantial investment in our additional needs resources allowing more vulnerable pupils to have 1 to 1 attention with an appropriate adult. We also have strong links with outside support agencies, like for example CAMHS or other Health Services.

We have a zero-tolerance policy towards bullying and all children. Pastoral staff, support staff and SENDior leadership personnel meet weekly to discuss support and referrals and, within these meetings, any issues of bullying as discussed and acted upon.

If you have any specific questions regarding your child's needs at Duke's Aldridge Academy, or you feel you need to speak to someone regarding a specific safety issue, your first point of contact would be your child's tutor.

11. How we support students with SEND joining our academy and leaving our academy, and making transitions

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. We invite our colleagues from primary schools to Duke's Aldridge Academy to meet with our Transition staff so they can find out what is on offer for their pupils coming to our academy and also meet with someone 1 to 1 to give us all the information they feel we need to ensure their pupils' success.

We also analyse a wide range of information from primary schools about students' needs including their progress and standards in literacy and numeracy. This helps us to plan the right kind of support and provision.

Some of the pupils will be invited to attend taster sessions, known as the Headstart Programme, at Duke's Aldridge Academy on two occasions prior to their start with us in September. If a student has SEND they may be invited to attend the academy on additional days with a keyworker from their primary school. This is particularly useful if they have difficulties managing change or are very anxious about attending. During the visit, they will be able to ask to see specific things of interest and to meet the members of staff that they will be seeing on a regular basis once they have joined the academy. All transitioning pupils will also have opportunities to attend a least one week of Summer School in an area that interests them. We have a team of "buddies" as well as peer mentors to help him/her settle in to the new classes and provide help to find their way around the academy.

In addition, we assess our students when they arrive using standardised tests for reading and writing.

When a child comes to the academy in the middle of a term, we plan a range of support depending on the needs of each child. Staff will deliver a programme of introduction for the student and their parents/ carers. We will explain the functioning and policies of the school, introduce them to key members of staff, set up appropriate support programmes and allocate a peer buddy, usually a member of the pupil's tutor group.

We provide advice and guidance for students on making the next choices at Key Stage 4.

We provide specialist careers advice at Duke's Aldridge Academy. Our careers services helps young people to make decisions on the best routes for employment, training or Further/Higher Education. This includes supporting students with:

- completing a CV;
- choosing appropriate college courses;

- arranging visits to colleges and 6th forms;
- preparing for interviews;
- organising staff to support those interviews, as needed.

The following grid sets out our main Transition procedures:

Which Transition	The key focus	Who involved	What we do
Primary to Secondary	Identification and planning support	SEND Achievement Coordinator	Provide Induction days Transition meetings with parents Visits to Primary schools Attend Year 5 and 6 Annual Reviews
Mid-term admissions	Support for coming to a new school, for example, learning, friendships and well-being	Head of EAL ACs HoDs Key Differentiation staff	Meet pupil and parents Assess needs Assign timetable and tour the school Assign a 'buddy' (usually a member of the same tutor group) Assign an Induction Mentor for minimally the first term
Year 8 to Year 9 (into KS4)	Support for Option choices	Tutors ACs HoDs Key Differentiation staff	Support and guidance for option choices Start Transition planning for pupils with EHCPs
Key Stage 4 to post 16/17	Transition to 6 th Form, FE or HE or training Preparation for adult life	Tutors ACs HoDs Key Differentiation staff Career's staff	We seek and record the views, wishes and feelings of the student Support and guidance for best choices Careers Transition plan for EHCPs students Training options Apprenticeships etc.

FREQUENTLY ASKED QUESTIONS - TRANSITIONS

Q. What happens when my child is moving on to secondary school?

A. For students with an Education Health and Care Plan (or SEND statement) the primary school will invite parents and representatives of the SEND Team to take part in the Annual Review in year 5 and/or 6.

Depending on your child's needs, Duke's Aldridge Academy will organise a supportive transition programme with the primary school. For example, a Speech and Language Therapist can deliver specific sessions with an autistic pupil or we have planned additional days for a Year 6 student at the academy to meet the members of our Differentiation Team and get the feel of the school.

Q. What changes about my child's teaching and support when he moves to secondary school?

A. The primary SENDCO will make sure that the academy is fully aware of their needs and will explain what was most effective and successful in the primary phases of education. Duke's Aldridge Academy will then plan a programme of support suitable for the secondary curriculum. They will have over 11 teachers in different subjects and will be moving around the building to different classrooms.

12. How we support students' health and general well-being – including their safety, attendance and positive behaviour

The school takes the personal development and well-being of students very seriously.

We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSEE (Personal, Health, Social and Emotional Education) curriculum.

We encourage students to develop confidence and resilience through day-to-day teaching.

We promote positive behaviour as part of our philosophy of learning, for example, through group and paired work.

We have a zero tolerance of bullying. We discuss all aspects of bullying in assemblies, registration and lessons. We will take all allegations of bullying seriously, including cyber-bullying, and will thoroughly investigate and manage the reported incident until a positive resolution is reached. For pupils who need additional emotional support, it may be useful for them to access one of our pastoral interventions, such as counselling.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff, for example, the school's Behaviour Support and Pastoral Assistants, the Achievement Coordinators or a member of the Differentiation Team.

When a student returns to school after fixed-term exclusion, we meet the parents and pupil together and agree a support plan to help her or him settle back into school and make good progress in learning.

We encourage and support students with SEND to take on whole school responsibilities and we track their whole school participation using SIMs.

We have an up-to-date policy on how we manage medical needs.

When a student with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

We have close links with the NHS schools' nursing team and they are available to complete health checks, investigate concerns from pupils, parents/carers and staff, and will liaise with other medical staff regarding provision and health management of all our pupils.

We support all students to attend school regularly, for example, through providing an enjoyable and stimulating curriculum and through home support where this is needed. We have a fulltime attendance officer who helps support pupils in getting to school punctually.

We provide specialist support and up to date training for staff on safeguarding, keeping students safe and meeting their emotional needs.

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY

Q. Who will watch out for my child at break and lunch times to make sure they are safe and well?

A. Break and lunchtimes are supervised by a combination of teachers, teaching and pastoral assistants and Senior management. We keep a close eye on everything that is happening at lunch and break times and intervene if any student is feeling stressed or sad. Members of staff are always highly visible at these times and make sure that break times are safe and enjoyable for all students.

Q. My child has medical needs and requires support for Personal Care. How does the school organise this?

A. We will meet with you to speak about your child's medical needs and its' management. The school will organise training for all members of staff involved. This could be delivered by the school nurse, our speech and language therapist or by an expert from outside the school, for example, a link nurse. We will write a Medical Information Plan form with you and share it with all the relevant staff that will be part of caring for your child.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL?

We constantly monitor important evidence for success – we act where we are not successful.

These are the things that we look at and analyse to make sure we are meeting the needs of our students with SEND:

- Their academic standards and good progress
- Their attendance and punctuality figures, making sure that they remain consistently high
- Their parents'/ carers' views, getting and acting on feedback
- Their involvement in activities, visits and clubs; making sure that we keep track of these on our systems
- Taking responsibility and being actively involved in our school community
- Their destinations and smooth transitions
- Their behaviour, making sure that we keep track of all the positive behaviours they display, reducing their exclusions.

We also want to understand the experience of students with SEND so we are always looking at the best ways to get information regarding

- Students' Sense of inclusion
- Positive attitudes to self, peers and school
- Their personal resilience and confidence as learners
- Confidence and trust in the school of parents