



Duke's Secondary School



SEND Information Report 2021-2022

Duke's Secondary School, Academy Road, Ashington, NE63 9FZ

Welcome to our SEND information report. In line with the SEN Code of Practice (DfE 2014), all governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the SEND policy.

Our SEND Information Report has two key purposes:

- to provide clear, comprehensive and accessible information about the provision available for all children in our school;
- to demonstrate how the school meets the needs of pupils with SEND to parents/carers and all stakeholders and how it will review and adapt to meet all future provision requirements.

Our SEND information report has been produced with students, parents and carers, governors and staff. This report is linked to the following policies:

- SEND policy;
- Child Protection and Safeguarding policy;
- Behaviour policy;
- Equality and Diversity policy;
- Accessibility policy;
- Admissions policy.

[Duke's Secondary School](#)

At Duke's Secondary currently (September 21) we have 16.7% of our students identified as having SEND -

15.5 % of the above identified as SEND support (K) and 1.2% EHCP (E)

This is broken down into four broad areas of need that we plan and provide for:

- Communication and Interaction;
- Cognition and Learning;
- Social Emotional and Mental Health;
- Sensory and/or Physical needs (including visual, hearing and multi-sensory).

[Our approach to teaching students with SEND](#)

At Duke's Secondary school, we are an inclusive community that values all members equally. We are committed to offering an experience that allows students to progress, whatever their needs or abilities. We encourage them to achieve their best and become successful, confident young individuals. We do this by offering every student in our school equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities through:

- effective communication between parents / carers, staff, students and other professionals, where necessary;
- utilising the expertise and knowledge of parents / carer;
- a high-quality staff training programme, which allows staff to meet the range of need;

- an effective *Assess / Plan / Do / Review* cycle, which is internally reviewed each term and externally reviewed annually;
- ensuring SEND is considered across all areas of the curriculum as well as extra-curricular activities;
- effective procedures and systems in place for SEND.

Our curriculum is based upon the subjects within the National Curriculum, ensuring that pupils are fully equipped for the next stage of their development.

Throughout our curriculum, there is a strong emphasis on the development of pupils' emotional, spiritual and social skills and on giving them the skills and knowledge which will allow them to live a good quality of life as young people.

In addition to our whole class teaching, we use a rich variety of tried and tested interventions and programmes to support our pupils' learning and these include:

- Reading programmes;
- Numeracy ninjas;
- Sumdog;
- My maths;
- Nurture groups;
- Read and write technology;
- THRIVE practitioners;
- Assessment for exam concessions (if appropriate);
- Assessment for specific learning difficulties (if appropriate);
- Timetabled reading lesson (Key Stage 3);
- Tutor Reading Group;
- Careers and employability advice;
- 6th Form provision.

All interventions are accessed through either group or individual sessions according to the needs of the students.

The vast majority of pupils with SEND are taught on mainstream classes. The school's DNA Teaching and Learning strategy is specifically designed to support all students, regardless of their individual age and stage. 'Differentiated for support and challenge', the DNA strategy ensures all students develop their key skills of resilience, collaboration, independence, creativity, critical thinking, questioning and reflection. These skills also form our DR GOPTA differentiation model, in which teachers use dialogue, resources, grouping, outcomes, pace, task and assessment to plan for the needs of the students they teach. Where appropriate additional support or resources are allocated to pupils with SEND to enable them to learn in mainstream classes. When pupils have more complex SEND needs specialist teaching in small groups is offered.

Identifying the Special Educational Needs of Students

Throughout their school life a child or young person may have Special Educational Needs.

The Code of Practice (2014) states:

'A child has a Special Educational Need or Disability if he or she:

Has a learning difficulty or disability which calls for special educational provision to be made for him

or her, and has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Where a student's progress is significantly slower than that of their peers, or does not match their previous rate of progress, despite high quality teaching, it may be that a student has a SEND. Information will be gathered from parents/carers and the student, as well as gathering information from teachers, support staff, the child's previous school, and any outside agencies, if involved.

On entry to Duke's Secondary school, all students are assessed, to provide us with baseline data to inform intervention planning. Further assessments are carried out when results identify a need for a more detailed investigation. Students continue to be assessed throughout their time in school.

There is also a system in place to allow staff to refer a student if they have a SEND concern

We will continue to monitor all students closely; this will help to identify any additional needs. If a child needs additional assessments, parents/carers will be consulted.

Parents/carers and students are invited into regular reviews throughout the school year, one of which will be formal. In addition, Parents' Evenings take place, which is a great way for Parents/carers, and students to get regular updates on student progress from those staff who teach them directly. In addition, parents are always welcome to contact staff at any time throughout the year.

If a child is assessed to have special needs or a disability, which is deemed additional to, or different from the majority of the children within our school, the school will ensure that additional support is available to them. All students on our Special Educational Needs Register will have access to a range of appropriate intervention throughout the academic year, this may take place during non-academic sessions to minimise disruption to the key learning that takes place within the classroom environment.

The views and opinions of our students are very important to us and help us shape our provision. SEND pupils complete pupil voice surveys twice a year. All pupils on the SEND Register spend time with our learning support staff to complete a bespoke learning passport.

[Assessing Student Progress and Impact of Interventions](#)

Baseline assessments take place on entry to school. Regular reviews take place termly alongside our data capture process. This allows us to implement appropriate Interventions where necessary. To ensure interventions are effective they are monitored regularly and if student progress is not as expected, alternative interventions will be considered.

If a student makes sufficient progress in their area of need so that they no longer require any provision that is different from, or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents and the student, they will be removed from the School's SEND Register to be placed onto the Learning Awareness List; this facilitates close monitoring of progress to ensure improvements continue or to access a quick route to intervention if required.

In addition to the above, Parents / carers can monitor student participation and engagement through the 'Class Charts' app.

Additional support

In addition to the high quality on site teaching and support. Students also, where necessary, have access to the following:

- Northumberland Inclusive Education Services;
- NHS Speech and Language Therapists;
- Physiotherapists;
- Occupational Therapists;
- NHS Academy Nurses;
- Specialist Teachers for the Hearing Impaired and the Visually Impaired;
- Communication Support Service;
- Educational Psychologists;
- Child and Young Persons Health Services (CYPS);
- Student Welfare Officers;
- Social Care Services
- The 'virtual school' which support students who are or have been looked after;
- Education other than at school (EOTAS).

Student Wellbeing

Pupil's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of spiritual, moral, social and cultural experiences.

Staff treat pupils with respect and have high expectations of them. Much emphasis is placed upon developing student confidence and self-esteem and ensuring that all of our pupils feel valued. We encourage positive relationships between pupils, and therefore all children are advised to report any concerns, or seek advice, whether this be about themselves or a friend, from their Head of Year or a member of staff they feel comfortable with. Although not exhaustive this could include situations such as relationships, home concerns, bullying or any situation that makes them feel unhappy or unsure. The school has a zero-tolerance approach to bullying, which is reflected in the Anti-Bullying policy, and the pastoral team responds rapidly to any concerns related to bullying. Consequences are put in place, followed by restorative work, where appropriate. Pupils have access to the "Worry Wall" which enables them to report any concerns they may have without having to make direct contact with a member of staff. Our PHSE curriculum supports student well-being, addressing all topics and empowering students to speak out.

We pride ourselves on the positive learning environment within the school, and we ensure staff are excellent role models for our students, leading by example and often available to support. We have a Mental Health Lead who works closely with staff and students, offering advice and guidance. Our behaviour plan follows a staged consequence system, which encourages pupils to take responsibility for their actions from the minute they start school with us in year 7, or if they enter the school mid-year.

Sally Milner is our Chaplain who works across all NCEA Trust schools and is available for all children and parents/carers.

Preparing for next steps

Smooth and supportive transition is key, whether this is into a new school or class, or moving onto Higher Education. The school establishes a positive relationship with parents/carers during transition into Year 7 and this is continued throughout the secondary school. Prior to a child starting at Duke's, transition work is completed, where members of the pastoral and learning support team work closely with primary colleagues to ensure a smooth transition from primary to secondary. The SENDCo works collaboratively with key staff from primary schools to ensure there is a bespoke transition package where appropriate. Parents/carers have the opportunity to meet secondary staff during transition evenings.

Families are invited to attend an Option Evening to discuss pathways to choose appropriate GCSE's and Post 16 Pathways: they will be supported through these processes by teaching staff, members of the leadership team and by the careers and employability advisors.

Accessibility

At Duke's Secondary school, we comply with the requirements of the Equality Act 2010 and the Special Needs and Disability Regulations 2014. We are committed to providing access to all students, parents, staff and visitors. We promote a culture of inclusion, support and awareness and provide an environment that enables access to a full curriculum. Training and awareness-raising around preventing and tackling bullying is regularly delivered.

Duke's is a 3-storey building and we provide access for disabled students to all areas in the following ways:

- disabled access to the campus and outside areas;
- disabled parking spaces available on site;
- all entrances and exits meet requirements for wheelchair use;
- accessible washroom facilities on all levels;
- lifts to allow access to all floors;
- Braille signage;
- the school has internal emergency signage and escape routes are clearly marked;
- evacuation plans are in place for individuals who require one;
- the school will continue to take into account the needs of students, staff and visitors.

Inclusivity

All students have access to activities outside of the school day.

- Breakfast, break and lunch clubs;
- Extra-curricular activities;
- Trips and visits.

Advice and support

SENDCo - Mrs J Collin jill.collin@dukes.ncea.org.uk

Principal - Mr R Atkinson ruston.atkinson@Dukes.ncea.org.uk

Deputy Principal - Mr B Line Ben.Line@Dukes.ncea.org.uk

SEND Governor - Mr R Bishopp Richard.bishopp@ncea.org.uk

You can seek advice and support from any of the staff listed above, or contact your child's Head of Year.

Complaints Procedure relating to SEND provision

Parents and carers of children with SEND should discuss their concern in the first instance with Mrs J Collin, or Mr R Atkinson, on 01670 816111.

The official Complaints Procedure can be found on the Trust website.

Advice and Support outside of Duke's

Parents and Carers can see additional support from Northumberland SEND Information. Advice and Support Service

Telephone: 01670 623555

Email: iass@northumberland.gov.uk

'In It Together' is the parent participation network for Northumberland, for parents and carers of young people with Special Educational Needs and Disabilities.

'Contact A Family' is a national charity providing information advice and support for families of disabled children

Local Authority Provision:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>