



TDAJ SEND Information Report

September 2023

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The Thomas Deacon Academy Juniors' SEND Information report has been written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Children and Families Act (2014)
- Equality Act (2010)

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If you require support to access this document, please contact us.

The Big Questions:

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What is meant by 'Special Educational Needs'?

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child with Special Educational Needs:

- Has a **significantly** greater difficulty in learning than the majority of others the same age.
- Has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Many children and young people with SEN may have a disability under the Equality Act 2010.

".....a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities."

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with those conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

What types of SEND does Thomas Deacon Academy Juniors provide for?

Staff at Thomas Deacon Academy Juniors are aware of the needs of different types of learners. Lessons are prepared with these needs in mind at all times.

We provide Quality First Teaching for students with the following Special Educational Needs:

- **Communication and Interaction Difficulties**

For example:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASD)

- **Cognition and Learning Difficulties**

For example:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, Dyspraxia

- **Social, Emotional and Mental Health Difficulties**

For example:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

- **Sensory and/ or Physical Needs**

For example:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disability (PD)

How do we identify a child with SEND?

Thomas Deacon Academy Juniors identifies children/ young people with Special Educational Needs and/or Disabilities through:

- Carefully managed transition meetings with feeder schools
- Screening students on entry followed by ongoing monitoring and assessment
- Referrals from parents/carers, teacher, external professionals, class teachers or any other stakeholder
- Observations
- Liaison with external agencies

In addition, we employ a rigorous process using the graduated approach; this enables teachers to identify children with SEND. After following the graduated approach, the class teachers refer to the SEND HLTA and Deputy to complete further screeners and assessments.

How do I raise any concerns I have regarding my child's SEND needs?

Direct contact to your child's class teacher face to face or via email, telephone. Following this, where necessary the graduated approach is followed. In addition, concerns can be raised in the following ways:

- Parents' evenings
- 1:1 meetings (either face to face or online)
- Annual Review meetings

How are children with SEND supported in accessing the mainstream curriculum?

Thomas Deacon Academy Juniors promote 'Quality First Teaching' which takes into account the learning needs of all students.

- Teaching staff plan according to the needs and requirements of the children in the classroom.
- Teaching and support staff in the school are aware of a student's requirements through their PLP (Pupil Learning Plan) and are able to meet their needs through following the suggested strategies.
- Effective differentiation will enable your child to access all aspects of the curriculum to the best of their ability, thus ensuring they reach their full potential.

What additional support do we offer?

The level of the individual student's needs will be assessed and support allocated accordingly. You and your child will be kept informed and encouraged to be involved in all stages of this support

Students requiring support which is 'additional to' or 'different from' will be placed on the SEND register. We will work with you and your child to create an 'Pupil Learning Plan' (PLP) which will be regularly reviewed and distributed to all members of staff to enable the best strategies for learning can be employed in every lesson.

What support is offered to assist with my child's wellbeing and / or medical conditions?

All children are supported by their class teacher.

Other support and intervention programmes are offered by:

- Teaching Assistants
- Higher Level Teaching Assistants
- School Nurse
- External Agencies
- Breakfast Club
- After school clubs
- Social Skills Groups

Medicines are stored safely and administered through a named member of staff.

Students with medical conditions are fully supported to ensure they have full access to education and enjoy the same opportunities as any other young person

Access arrangements are adjustments in assessments and exams for candidates based on evidence of need and normal way of working. Identified students may be entitled to access arrangements such as readers, scribes or additional time or rest breaks in assessments and their SATs examinations

Will my child be able to access all activities offered in school?

Thomas Deacon Academy Juniors aim to be as inclusive as possible. The school is a modern, purpose-built environment, which has:

- Wheelchair access.
- Disabled changing and toilet facilities.
- Additional specialist equipment available for the use of SEND students.
- Modifications to the auditory environment available.

Where considerations regarding access are a concern, we involve parents and carers in the planning by meeting in person or communication through email/telephone.

Staff also receive communications and advice on strategies where required.

Further information can be found on the TDAJ Disability Access Action Plan, [click here to open this document on the school website.](#)

How do we monitor the effectiveness of our SEND arrangements/ provision?

- Looking at check point data
- Monitoring and evaluation of data
- Annual Reviews
- Staff feedback
- Parental feedback

Who might be working with my child?

- Class teacher in the classroom working alongside your child or through small group work
- Teaching Assistants in the classroom working alongside your child or through small group work
- Higher Level Teaching Assistants
- Learning mentors
- Other targeted professionals such as a Speech and Language Therapists, Educational Psychologists, or Teachers of the Deaf.

How will you work with me to achieve the best outcomes for my child?

At the Thomas Deacon Academy Juniors, we value working in close collaboration with parents / carers /external partners. We firmly believe that a partnership approach is the best way to offer effective support to any young person and that creating consistency in approaches between school and home is vital.

We offer the following opportunities in addition to the normal reporting arrangements thus enabling you to discuss progress, to plan and review support, discuss specific approaches and/or programmes,

- Annual Reviews
- Interim reviews
- Parental meetings
- Email contact
- Telephone contact
- Parents' Evenings
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How does my child share their views and contribute?

- By completing the feedback questionnaire during Annual Review meetings.
- Talking with their class teacher or other trusted adults.
- Through their Personal, Social, Health and Economics education (PSHE) lessons.
- Completion of pupil feedback at the middle and end points of interventions programmes.

.What arrangements does Thomas Deacon Academy Juniors make to support transition?

The following arrangements help children/ young people and their parents/ carers to make a successful transfer to/from our setting/ school:

- Close liaison with SENDCo from infant schools for students identified with Special Educational Needs.
- Year 2 students are visited by a member of TDAJ during the summer term, during this meeting students can voice any concerns they may have about transition.
- A primary transition day will take place during Term 6 to ease the transfer to junior school.
- In addition, some students may be invited to attend additional transition sessions throughout Term 6.

We prepare children and young people to make their next move by

- Preparation in lessons.
- Meetings with parents/carers to discuss any concerns.
- Meetings with professionals who may need to play a part in the transition process.
- Annual Review transition meetings for children with an Education, Health and Care Plan (EHCP).

How does Thomas Deacon Academy Juniors ensure that teaching and support staff are appropriately trained to support my child's Special Educational Need and/or Disability?

All staff receive regular professional development throughout the year to develop expertise within the Junior Academy.

All staff will be subject to ongoing Professional Development training sessions such as, but not limited to:

- Safeguarding
- Quality First Teaching and The Code of Practice
- Supported spelling training, specifically for dyslexic learners
- Phonics training
- Speech and language training
- Precision teaching training
- Dyspraxia awareness
- Dyscalculia awareness
- Awareness and Identification of Dyslexia
- Emotion coaching

Which other agencies might be involved to help to support my child?

Thomas Deacon Academy Juniors has a dedicated team of support staff with a wide variety of experience in supporting SEND students to overcome barriers to learning. With this dedicated support, they are able to reach their full potential. Our staff hold particular expertise in supporting with:

- Communication programmes
- Children with hearing impairments
- Sensory integration
- Children with SPLD

In addition and depending on the need of a child, we may access additional support from the following services

- Education Psychology Service
- School Nurse
- Child & Adolescent Mental Health Services

- Specialist Autism Outreach Services
- Specialist ADHD Outreach Services
- MSI Services
- Visual Impairment Services
- Hearing Impairment Services
- Occupational Therapy

Who should I contact if they have a complaint about the Academy's SEND provision?

Please request a meeting or by email/telephone or by following our Complaints Procedure ([click here for the link](#)).

What is the Local Offer and where can I find out more about it?

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of the Academy and will include services and support provided by private and voluntary sectors, as well as the Council and National Health Service.

Peterborough's Local Offer is aimed at providing better support and services for children and young people with special educational needs.

The Local Offer has been developed in close partnership with Family Voice (Peterborough's Parent Carer Forum) and with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making information easily available to help make better choices.
- To enable children, young people and families to be informed and empowered to make choices.
- For you to be clearer about what is available and why, and what alternatives are available.
- To provide more effective signposting and to get it right first time.

The link below will take you to the Peterborough Local Offer:

<https://www.peterborough.gov.uk/residents/special-educational-needs/>

Where can I find out more information about my child's Special Educational Need and/or Disability?

Service:	Number:	E-mail address:
Additional Learning Needs Team	01733 864500	
Autism Specialist Teacher Team	01733 864009	
Educational Psychology Service Helpline	01733 863690	
Neurodevelopment Service	01733 777939	
Occupational Therapy Team	01733 777937	
Physiotherapy Team	01733 776277	
School Nursing Service	01733 777937	
SEND Partnership Service	01733 863979	pps@peterborough.gov.uk
Speech and Language Therapy Service	01733 758298	
Statutory Assessment and Monitoring Service	01733 863733	SENteam@peterborough.gov.uk