

**SEND INFORMATION REPORT**

**Main Academy**



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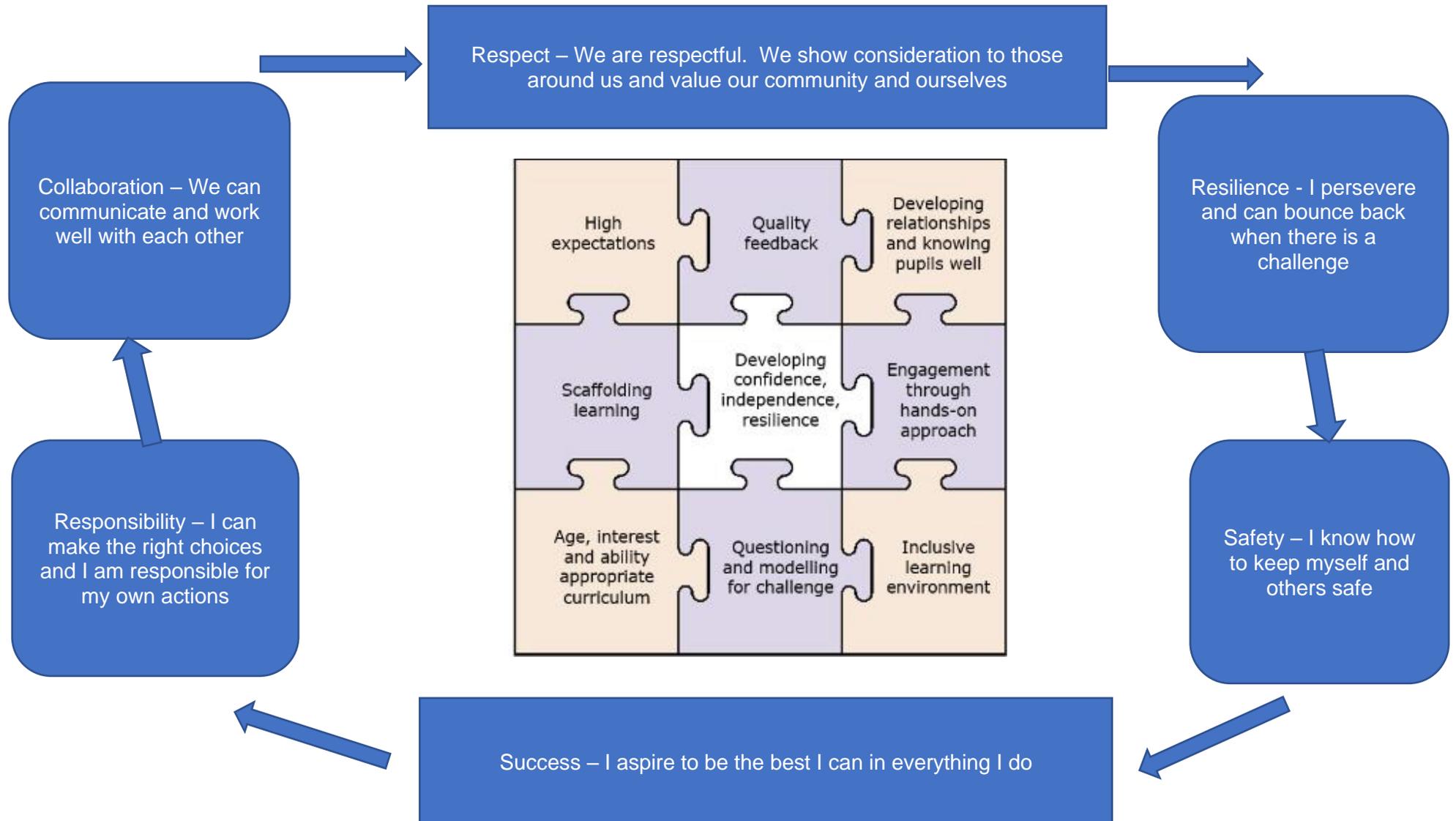
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**MISSION AND VALUES**

The Thomas Deacon Academy values of Trust, Discipline and Aspiration sit at the heart of everything we do. We believe passionately about the importance of academic achievement but we value, equally, the wellbeing, personal development and character of every young person in our care. We celebrate and nurture every characteristic, gift, talent and enthusiasm in our young people and help them to live their lives with a strong moral framework. Our values are central to our success.





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At Thomas Deacon Academy we pride ourselves in being an inclusive school. We will support every child during each step of their educational journey. Our SEND Information Report has been written in conjunction with all stakeholders and in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice 0 – 25 years, 2015
- Children and Families Act 2014
- Equality Act 2010

If you require support to access this document, please contact the SEND Coordinator: Mrs Meg Waters or Assistant Principal - Transition & Curriculum – SENCO : Mrs Ruth Fehrenbach

### 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.

## A guide to our provision

Thomas Deacon Academy, Queens Gardens, Peterborough, PE1 2UW



**Identification of SEND at our School**

<p>Our school identifies children/ young people with special educational needs/ disability (SEND) by</p>	<ul style="list-style-type: none"> <li>• Carefully managed transition meetings with feeder primary schools.</li> <li>• Screening students on entry followed by ongoing monitoring and target setting.</li> <li>• Testing and assessing students.</li> <li>• Parent/carer, teacher, tutor, Head of House, external professionals, pupil self-referral or any other stakeholders may raise concerns.</li> <li>• Lesson observations.</li> <li>• Liaison with external agencies.</li> </ul>
<p>How do I raise my concerns?</p>	<ul style="list-style-type: none"> <li>• Direct contact via email, telephone</li> <li>• Subject/tutor evenings</li> <li>• 1:1 meetings</li> <li>• Annual review meetings</li> <li>• Direct contact with SEND Coordinator Meg Waters 01733 426060 <a href="mailto:meg.waters@tda.education">meg.waters@tda.education</a></li> </ul>
<p>We provide High Quality Teaching for young people who may have the following special educational needs. Lesson planning takes into account the student's abilities and differentiation strategies.</p>	<ul style="list-style-type: none"> <li>• Autism Spectrum Disorder</li> <li>• Cognition and Learning Difficulties</li> <li>• Mild to Moderate Learning Difficulties</li> <li>• Hearing Impairment</li> <li>• Visual Impairment</li> <li>• Communication and Interaction Difficulties</li> <li>• Physical Disabilities</li> <li>• Social, Emotional and Mental Health Difficulties</li> <li>• Specific Learning Difficulties including Dyslexia, Dyspraxia, Dyscalculia</li> </ul>
<p>Specialist intervention provision for young people whose needs cannot be met through High Quality Teaching.</p>	<ul style="list-style-type: none"> <li>• Weak literacy skills, these students may be part of the Fresh Start intervention.</li> <li>• Behavioural, emotional, social difficulties, these students may be supported in the Learning Centre.</li> <li>• Social and emotional difficulties, these students may be part of the Step Up group or Bridging group intervention.</li> <li>• 1:1 specific learning difficulty sessions.</li> </ul>



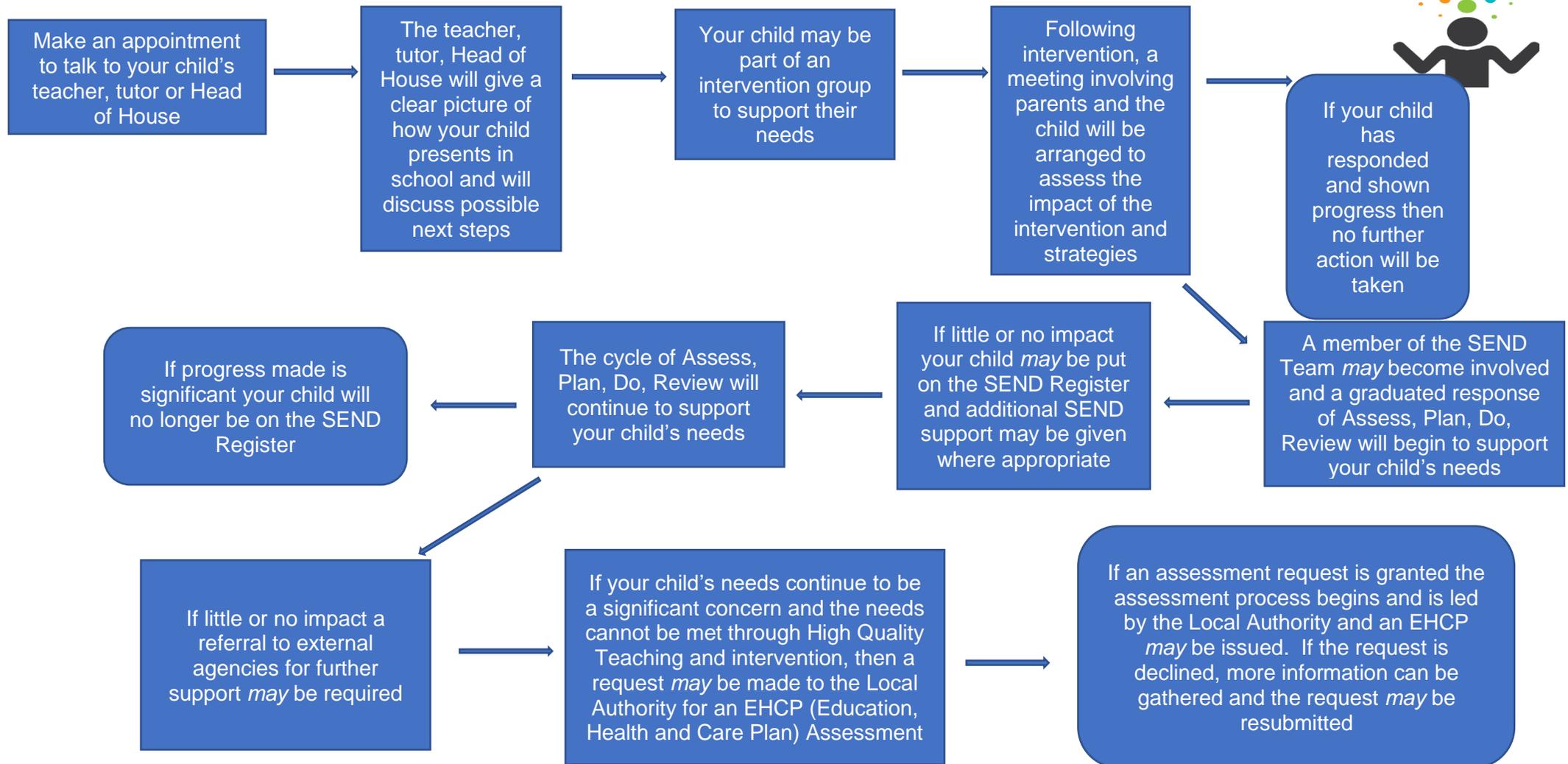
**Thomas Deacon**  
Academy

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**Support for Your Child/ Young Person**

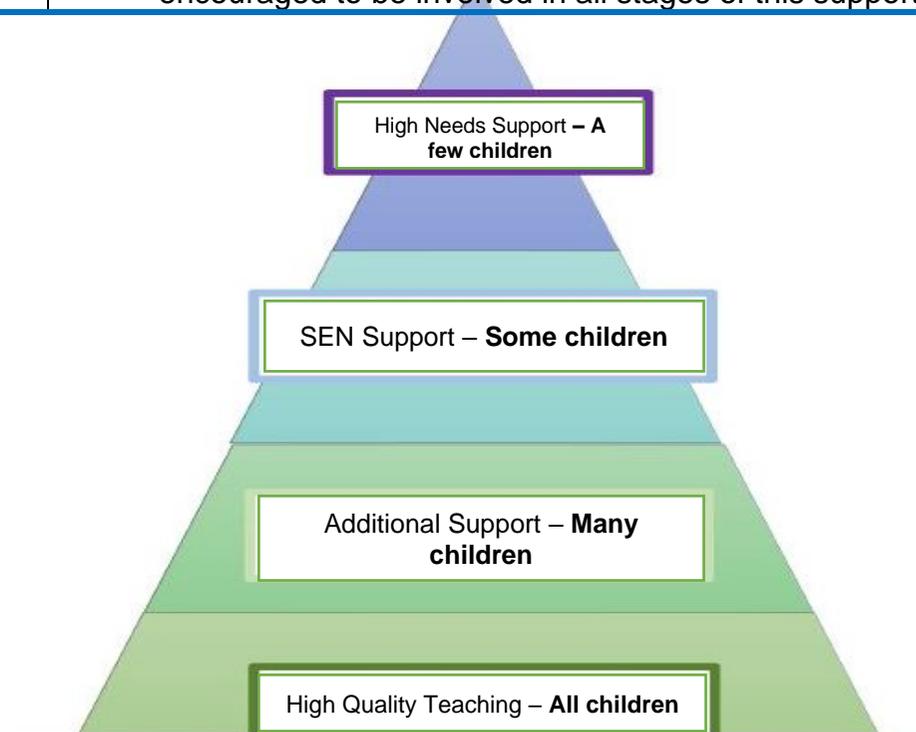
<p>The Individual Learning Plan for your child/ young person will be explained to you and overseen by</p>	<p>Special Educational Needs Coordinator Meg Waters - <a href="mailto:Meg.waters@tda.education">Meg.waters@tda.education</a></p>
<p>Who might be working with my child?</p>	<ul style="list-style-type: none"> <li>• Head of House</li> <li>• SEND Coordinator</li> <li>• Assistant Principal-SENCO</li> <li>• Form tutor</li> <li>• Class teacher</li> <li>• Student Support Worker in the classroom, working alongside your teacher</li> <li>• Higher Level Teaching Assistants/Intervention Assistant</li> <li>• Learning Mentors</li> <li>• Neighbourhood School Police Officer</li> <li>• Attendance Services</li> <li>• Other targeted professionals</li> </ul>
<p>How do we monitor the effectiveness of our SEND arrangements/ provision?</p>	<ul style="list-style-type: none"> <li>• Measuring the impact and effectiveness of intervention and provision using the “Assess, Plan, Do, Review” cycle.</li> <li>• Analysing checkpoint data and adjusting support as necessary.</li> <li>• Monitoring and evaluation of data and assessments.</li> <li>• Annual reviews with parent / carer and young person. During the review, we will discuss progress and together review the targets on the Individual Learning Plan.</li> <li>• Staff feedback and lesson / intervention observations.</li> </ul>
<p>The roles and responsibilities of our governors are</p>	<p>To oversee the quality and effectiveness of the provision for SEND students.</p>

**What do I do if I'm concerned about my child's learning/behaviour or Social and Emotional Well being?**



**Curriculum Concerns**

<p>Our approach to differentiation is</p>	<ul style="list-style-type: none"> <li>• Inclusive “High Quality Teaching” takes into account the learning needs of all students.</li> <li>• Teaching staff plan according to the needs and requirements in the classroom.</li> <li>• Teaching and support staff in the school are aware of a student’s requirements through their ILP (Individual Learning Plan).</li> <li>• Staff are able to meet the needs of our students through HQT strategies and by applying the strategies suggested in the ILP.</li> <li>• 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.</li> </ul>
<p>How is additional support allocated?</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>





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**Partnership: Planning, Monitoring and Reviewing**

At the Thomas Deacon Academy, 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.

<p>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,</p>	<ul style="list-style-type: none"> <li>• Annual reviews</li> <li>• Interim reviews</li> <li>• Parental meetings</li> <li>• Email contact</li> <li>• Telephone contact</li> <li>• Drop-In sessions</li> </ul>
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**General Support for wellbeing**

<p>What support does the Thomas Deacon Academy offer pastoral, medical and social support to the children/ young people?</p>	<p>Their Head of House and Deputy Head of House support all students; these are members of staff that are available to assist students throughout the school day. In addition, your child will be placed in a tutor group; your child’s tutor will oversee the wellbeing of your child on a day-to-day basis.</p> <p>Other support and intervention programmes are:</p> <ul style="list-style-type: none"> <li>• Learning Mentors</li> <li>• Higher Level Teaching Assistants</li> <li>• Intervention Assistant</li> <li>• Student Support Worker</li> <li>• School Nurse</li> <li>• External agencies</li> <li>• School Counsellor</li> <li>• Enrichment opportunities.</li> <li>• Early Birds Breakfast Club</li> <li>• Shining Stars</li> <li>• Lego Group</li> </ul>
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	<ul style="list-style-type: none"> <li>• Art Therapy</li> <li>• Early Help Assessment</li> <li>• Physio exercises as directed by your child's Physiotherapist</li> </ul>
How does Thomas Deacon Academy support students with medical conditions?	We have two members of staff who operate First Aid; students can attend this area for medical assistance and advice, including the administration of medicines as authorised and directed by parents/carers and health professionals. Student's with medical conditions are fully supported to ensure they have full access to education and enjoy the same opportunities as any other young person.
How does my child share their views and contribute?	<ul style="list-style-type: none"> <li>• By completing the feedback questionnaire during annual review meetings.</li> <li>• Putting their views through the Student Reference Group. This group of elected young people meet on a regular basis to communicate views/concerns of students, back to senior members of staff.</li> <li>• Talking with their tutor, Head of House, SEND Coordinator.</li> <li>• Sharing their views through Student Voice questionnaires.</li> </ul>

### ***Specialist Services/ Expertise Available***

<p>Within Wellbeing we have a large team of staff that has a variety of experience in supporting SEND students to overcome barriers to learning. With this dedicated support, they are able to reach their full potential.</p> <p>In additional we <i>may</i> access additional support from the following services</p>	<ul style="list-style-type: none"> <li>• Education Psychology Service</li> <li>• School Nurse</li> <li>• Child &amp; Adolescent Mental Health Services</li> <li>• Specialist Autism Outreach Services</li> <li>• Specialist ADHD Outreach Services</li> <li>• MSI Services</li> <li>• Visual Impairment Services</li> <li>• Hearing Impairment Services</li> <li>• Occupational Therapy</li> </ul>
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### Training

<p>All staff receive regular professional development throughout the year to develop expertise within the Academy.</p> <p>All staff will be subject to ongoing Professional Development training sessions.</p>	<ul style="list-style-type: none"> <li>• Safe Guarding</li> <li>• SEND – EHCP and SEND Support</li> <li>• Equality Act</li> <li>• Autism awareness</li> <li>• ADHD classroom strategies</li> <li>• Tourettes awareness</li> <li>• Visual Impairment classroom strategies</li> <li>• Specialist visual impairment training – tactile graphs.</li> <li>• Mental Health awareness.</li> <li>• Mental Health Champion</li> <li>• Mental Health First Aid</li> <li>• Emotion Coaching</li> <li>• Me, My Brain and I</li> <li>• MSI training</li> </ul>
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### Accessibility

<p>Can my child access all of the activities offered in school?</p>	<p>Further information can be found on the Accessibility Plan, this is on the school website. Thomas Deacon Academy is a modern purpose built environment, which has wheelchair access; disabled changing and toilet facilities. Specialist equipment is available for the use of SEND students.</p>
<p>We enable children/ young people to access all activities by</p>	<p>Ensuring areas are accessible to all students. Relevant and up to date information shared with staff. Communication and advising on teaching strategies where required. Dependent on individual needs, allocation of a member of staff to support the activity.</p>
<p>Will I be involved in this process?</p>	<p>We involve parents and carers in the planning by meeting in person or communication through email/telephone.</p>
<p>Parents and carers can give their feedback by;</p>	<p>Meeting in person, via Parents Reference Group or communication through email/telephone.</p>
<p>Parents/carers can make a complaint by</p>	<p>Requesting a meeting or by email/telephone or by following our Complaints Procedure.</p>



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## Exam Access Arrangements

Access arrangements are adjustments for candidates based on evidence of need and normal way of working. At the end of KS3, identified students will complete a series of detailed assessments with an external professional and agree an application for access arrangements.

Each year, JCQ produce a document setting out the range of adjustments that can be requested to ensure students with particular needs are not disadvantaged by the assessment methods.

Access arrangements represent a “normal way of working” and these are applied across the curriculum. They are reasonable adjustments that should level the playing field. They are **not** in place to create an unfair advantage, nor should they disadvantage a young person. However, if a student decides not to take advantage of the support offered, these will be removed.

## Transitions

How do you plan for my child’s transition from primary to secondary school or from secondary school to a Post 16 provider?

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 primary school/Post 16 provider for students identified with Special Educational Needs.
- All primary school students are visited by a member of TDA during the summer term, during this meeting students can voice any concerns they may have about transition.
- Two primary transition days will take place during Term 6 to ease the transfer to secondary school.
- In addition, some students may be invited to attend Positive Transition Classes; these run for 5/6 weeks during Term 6 and offer students a taster session in each curriculum area.
- Some students may be invited to take place in Harmony Camp this takes place during the summer school holidays.



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	<ul style="list-style-type: none"><li>• SENDCo will attend Year 5 and Year 6 EHCP Annual Reviews whenever possible.</li><li>• The SENDCo from the Post 16 provider will be invited to attend all Year 11 EHCP Annual Reviews.</li></ul>
We prepare children and young people to make their next move by	<ul style="list-style-type: none"><li>• Preparation in lessons.</li><li>• Meetings with parents to discuss any concerns.</li><li>• Meetings with professionals who may need to play a part in the transition process.</li><li>• Additional visits to the setting.</li></ul>

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

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/>



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### Contact details

Your first point of contact is	Your child's tutor, teacher, Head of House, Deputy Head of House
Our Special Educational Needs Co-ordinator is	Mrs Meg Waters– Special Educational Needs Coordinator <a href="mailto:Meg.Waters@tda.education">Meg.Waters@tda.education</a>
Other people in our setting/ school who might be contacted include	Ruth Fehrenbach - Assistant Principal - Transition & Curriculum - SENCO <a href="mailto:Ruth.Fehrenbach@tda.education">Ruth.Fehrenbach@tda.education</a>
External support services for information/ advice are	<ul style="list-style-type: none"><li>• SEND Partnership Service – Tel. 01733 863979 email <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></li><li>• Educational Psychology Service Helpline – Tel. 01733 863690</li><li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li></ul>

*Review date: September 2019*

*Next Review September 2020*