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Durham Academy has an ethos of academic and personal development of all students, regardless of ability.

As an Academy, we recognise the diverse and individual needs of all of our students and take into

account the additional support required by those children with Special Educational Needs and

Disabilities (SEND). We believe in positive intervention: removing barriers to learning: raising

expectations to accelerate levels of achievement. We are committed to ensuring that students with

SEND achieve their full potential.

All staff work together to ensure the inclusion of all students. As an Academy, we also work in

partnership with other agencies to ensure that all of our SEND pupils have a positive educational

experience at Durham Academy. At Durham Academy, all staff are teachers of SEND. We will use our best endeavours

to ensure that teachers in the school are able to identify and provide for those pupils who have

special educational needs, which will allow them to be fully included in all the activities alongside

their peers.

At Durham Academy, we have experience of supporting children and young people with a wide range of needs including:

- Communication and Interaction. This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- Cognition and Learning. This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- Social, Emotional and Mental Health Difficulties. This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.
- Sensory and/or Physical Difficulties. This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Many students may have needs which fall within more than one area of need.

Key staff and expertise

Name of staff member	Area of expertise
Mrs R Hesslewood HLTA	English and literacy interventions Y9
Mrs L Lynn LSA	Fresh start phonics/ ELP provision students Y7
Mrs J Newman LSA	Lexia/ Social and communication Y8
Mr B Potts HLTA	Maths interventions/ Y9
Mr S Talbot LSA	Careers lead/ Y10.
Mrs A Beckwith LSA	Y11

The SENCO

Name of SENCO	Email address
Mrs L Smith	l.smith@durhamacademy.org.uk

Securing and deploying expertise

Mrs L Smith	BA Hons

	National award for Special educational needs co ordinator
Mr B Potts	HLTA Maths
Mrs R Hesslewood	HLTA English
Mrs L Lynn	LSA ELSA trained Fresh Start phonics trainedD
Mrs J Newman	Social and communication
Mr S Talbot	LSA and careers coordinator

Equipment and facilities

Where appropriate we use specialist equipment to ensure that all students have the support they need to be successful. This can range from computer software to equipment to be able to support exercises or weighted lap blankets

Identifying and assessing pupils with SEND

How do we identify and assess students with special educational needs?

At Durham Academy this journey begins for us when students are in year 6 through a robust enhanced transition process. During this process, we work closely with students, parents/carers and primary schools to develop an understanding of need in order to establish appropriate support and provision.

When students start their secondary school journey with us in year 7, we explore standardized tests in reading and comprehension.

If your child comes to us with an SEND need or an Education, Health and Care plan they will undergo additional standardised testing to ensure that the provision that we are providing for your child is appropriate.

The results of these tests, along with their KS2 data and information gathered through the transition process will help us to create a picture of need for students, and identify appropriate level of support and intervention specific to SEND. It is important to note that not all students referred to the SEND Team will be SEND students; any support and guidance given may be short, medium or long term.

Most students will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching. At Durham Academy we follow a graduated approach which is called 'Assess, Plan, Do, Review'

This means that we will:

- Assess a student's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan

Quality First Teaching. At Durham Academy we understand that all teachers are teachers of SEND and that it is important that we meet the needs of our students within our everyday lessons. Information sharing is vital to this process so that appropriate and supported adaptations can be put in place for the learner. This means that we can then put into place:

- **Specific group work:** We offer a range of interventions in the form of small group work. The work that takes place is often linked to literacy, numeracy and social communication.
- **Specialist group support from outside agencies:** There are a number of outside agencies that are available to our school. They can offer a range of support for students here at Durham Academy. Alongside this, there have been training programmes provided by external agencies that have and continue to take place to up skill our staff so that we can continue support once the agency work comes to an end.
- **Specific individual support for children whose learning needs are severe, complex and lifelong and what this means for your child;** At Durham Academy we rely upon the specialist support and guidance that outside agencies such as, Speech and Language Therapy, hearing Impairment service, visual impairment service, CAMHs etc. provide. The assessment procedures and recommendations that these services offer allow us to put in targeted intervention and support for individual pupils within our school.
- **A broad range of extracurricular activities, including homework club.** Support is available at break and lunchtime to help with raising self-esteem and establishing friendships.
- **Specific support for literacy needs:**
 - Timetabled literacy-based work skills lessons.
 - Timetabled literacy intensive lessons.
 - Fundamental reading skill development – daily programme
 - 1:1 intervention to work on areas of difficulty in literacy
 - Handwriting Intervention
 - Fine motor/ Gross motor skill sessions
 - Individual student focussed coordinator meetings with primary partner schools.

- Transition visits for SEND students.
- Talk about sessions to develop social skills.

Support for children with significant learning difficulties

In the cases of students with significant learning difficulties, the individuals may have access to in class support across the curriculum in the majority of cases alongside the interventions outlined above.

Specialist training for staff is provided by a number of outside agencies: Cognition and learning team, educational psychologist, CAMHs, Speech and Language Therapists, Hearing impairment service and visual impairment service.

Support for children with physical needs

Where possible we endeavour to meet the full needs of our students who have a physical disability. We can do these through physical amendments to the school building, changes to timetable, LSA support with getting around the school building, access to the lifts at all times, time out passes, mentor, specialist training from outside agencies.

Support for children with speech, language and communication needs

Support for students with speech and language difficulties are met through specialist input or through quality first teaching. Promoted strategies include: Careful use of cues, visual contact, repetition of key strategies when decoding tasks, sequencing and chunking information etc.

Support for children with a hearing, visual or multi-sensory impairment

We have been supported in a number of ways by the outside agencies that support these needs. Training is often delivered by these services in the first half term as a refresher or when it is needed an introduction to a different need that may need particular teaching styles to be introduced. Again, we will use a range of resources to support these needs: ranging from laptops to specialist equipment.

Support for children with social, emotional and mental health difficulties

At Durham Academy we provide support for students with social, emotional and mental health difficulties. This includes holding chill skills sessions to support positive mental health, sessions led by the EWEL team and many more.

Support for children with medical needs

It is crucial that we gather information at an early stage in relation to medical needs. Often discussions with families begin the term before they begin their studies here at Durham Academy. This allows us to make the necessary contact with outside agencies, organise specific training and create a medical care plan that can be shared with staff. In extreme cases we will organise regular multi agency meetings, so we can be kept up to date with what is

currently going on for the young person and to discuss if interventions/ support need to be amended.

Consulting with pupils and parents

Parents and carers

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Coffee mornings for parents and carers to drop in and feedback and discuss any issues.
- Through a review of a child's SEN Support Plan or the Annual Review of their EHC Plan.

Pupils

Pupils

All students at Durham Academy, including those with SEND, are actively encouraged to voice their opinions or concerns when the need arises. There are a variety of ways students can do this:

- The first point of contact is the tutor who meets with their tutees daily.
- Their HLTA/LSA point of contact can be contacted as needed at social times.
- Often students will speak directly to their teachers who will escalate concerns to the appropriate member of staff.
- SEND students will have a linked member of staff with whom they can communicate freely.

- SEND students are actively involved in annual reviews and support plan review meetings.
- With regard to safeguarding issues, the whole school procedure will be followed to overcome any issues.
- Additional support is also available to some students from professionals such as our pastoral mentor, the SEND and inclusion service and the Educational Health Needs Team.

Pupils are invited to review meetings to give their feedback on their progress towards their SEND plan targets.

We also do student voice questionnaires where they can give their views and opinions.

We also carry out a strengths and difficulties questionnaire to ensure that students can share what they feel that they may need extra support with.

Involving key stakeholders

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. Any one of the support services can raise concerns about a student. This will be brought to the attention of the SENCO and the student's parents/carers. The school also works closely with the One Point Service and their regular Team Around the Family meetings. For students who have SEND and are "Looked After" we work closely with social workers and the virtual school to ensure that students are fully supported. Mrs L Smith– SENCO is also the Designated Lead for Children Looked After (CLA).

Regular school visits are made by outside agencies. The school is currently working with the

following teams/agencies:

- SEND and Inclusion service (including the Sensory Support team)
- SEND Information Advice and Support Service (SENDIASS)
- Virtual School for Children Looked After
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- School nurse
- Resilience team
- Occupational Therapist
- Speech and Language Therapist
- Social Care
- National Health Services.

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning needs are more complex and persistent.

The external specialists may:

- Act in an advisory capacity

- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- [Durham SEND Information, Advice and Support Service](#)
- Families/ Parents/ Carers
- Hearing Impairment Service
- Visual Impairment Service
- Cognition and Learning Team
- SEND and Inclusion Service
- Education and Health Care Needs Team
- Improving Progression of Young People's Team
- CAMHS/LD CAMHS
- Children and Young People's Services
- ASD Team
- Occupational Therapy
- Tree Tops
- Speech and Language Therapy Team
- Post 16 Establishments

Working collaboratively with other schools is another way that we ensure that provision for our students with SEND is effective. Durham Academy are a part of ALP Thrive, within Advance Learning Partnership. From this, we are able to tap into several SEND services and expertise across the trust to ensure our students are supported in the best way.

We also work collaborative within a Community of Learning, which is comprised of local nursery, primary and secondary schools. The work of the Community of Learning is aimed at raising achievement and extending opportunities for children with SEND. Where a student with SEND is not making appropriate progress and The Academy feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice.

regularly with other Academies to continue to develop outstanding SEND practice.

Progressing towards outcomes

It is vitally important that all students make progress towards their outcomes. Their SEND targets and their target grades are reviewed at every SEND review meeting with feedback from their teacher. Then, if needed interventions are put into place to support that progress as part of the assess, plan, do review cycle.

Transition support

We work extensively with staff, parents and carers to ensure smooth transitions both from KS2/3 and from KS4/5. To do this we attend review meetings and meet with staff and students to be able to make a smooth transition to KS2-3 where we know the young person's needs and all of the support they need in order to support them best. We also work closely with post 16 providers to ensure KS4-5 transitions are smooth. Our KS4 students also work with durhamworx to support their transition to post 16.

KS2-KS3 Transition

Durham Academy works collaboratively with local feeder primary schools to support students from Year 5 through to arrival in Year 7. As an Academy, we provide additional transition support for students who we feel would benefit from enhanced transition.

During the spring and summer terms our Year 7 LSA organises regular primary school visits and visits to Durham Academy for identified children.

Alongside this the SENCO and/or Year 7 LSA will attend annual review meetings

and meet the current class teacher, parents/carers and more importantly the students. This provides an excellent opportunity to ease any worries or concerns that students or parents may have during this transition period.

All students are invited to attend Induction Day which allows students to experience sample lessons and fun activities, designed to build self-confidence and familiarise themselves with Durham Academy.

We value the importance of including parents and carers as much as possible in their child's transition to Durham Academy

Parents/carers are invited into school in the summer term of Year 6 for the Induction evening. This gives parents/carers a further opportunity to look around the Academy, meet staff and discuss any concerns that they may have before their child starts in Year 7. Individual transition plans are put in place where necessary to support a smooth transition to secondary school.

KS4 and beyond

We also provide enhanced transition for KS4 students moving onto their Post 16 choice. If your child has an EHCP, they will meet with a support worker from

Durhamworx to create a plan for their Post 16 education during the review process in year 11. If your child does not have an EHCP, the plan will be created with parents/carers, and Mr Talbot or Mrs Smith

The SENCO and Durhamworx will support your child in finding a new school or college. If necessary, the SENCO will arrange visits to new schools/colleges for your child. The period of transition will depend on the individual needs of the student.

Teaching approach

Durham Academy considers all teachers to be teachers of students with SEND. Staff are trained to be able to identify and provide for students with SEND to ensure they can achieve their potential.

All students at Durham Academy follow the national curriculum at a level that is suitable for their ability. Our inclusive ethos aims to provide a personalised learning experience for our SEND students by

providing a tailored curriculum to meet individual needs.

To match student ability to the curriculum we are dedicated to providing:

- A range of teaching and learning styles.
- Adaptive teaching to support and challenge students.
- Additional “out of class” support.
- Broad range of interventions.
- Mentoring and counselling.
- A broad range of extra-curricular activities.
- Key Stage 4 programmes of study that are relevant to students’ needs.

Adaptations to the curriculum and learning environment

Durham Academy prides itself in being extremely inclusive and we will endeavour to support every student regardless of their level of need. All students follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times when it is appropriate modifications to the curriculum may be implemented.

To ensure pupil ability is matched to the curriculum there are some actions that we may take to achieve this:

- Make sure that effective support ensures that all students have access to the school curriculum and all activities.
- Help all pupils to achieve to the best of their abilities despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of, and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Enable students to achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of, and sensitive to the needs of all students, in a way that is appropriate to their needs.
- Students take part in activities to develop in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for students special educational needs and disabilities.
- To identify at the earliest opportunity all students that need special consideration to support their needs (whether these are educational, physical or emotional.)
- To make suitable provision for students with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all students with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every student the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.
- Our site is accessible to all

Inclusivity in activities

All schools have duties under the equality act 2010 onwards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a significant disadvantage. Schools also have wider duties to prevent discrimination, to prevent discrimination, to promote equality of opportunity and to foster good relations' (From the Special Educational Needs and Disability Code of Practice: 0-25 years. Published June 2014 for implementation in September 2014.)

Durham Academy is an Inclusive school and we actively seek to promote the inclusion of students with SEND and disabilities. We use our best endeavours to ensure that all students with SEND and disabilities are able to participate in the life of our academy both in their learning and in the wider provision and life of the school. Please read our accessibility plan by clicking [here](#). Accessibility Plan

Students with SEND are actively encouraged and supported and given opportunities to become involved with extracurricular activities.

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- Key Stage 4 programmes of study that are relevant to students’ needs.

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- Applications to examination boards to obtain access arrangements as appropriate.
- Access to ICT.

Tracking and Progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents/carers frequently.

At a whole school level, aspirational targets are set for all students including those with SEND. Staff are responsible for setting each student achievable yet challenging targets within lessons and having high expectations of progress. Subject leaders, Tutors and the SENCo regularly check on the progress of students and if someone is not making the expected levels of progress then intervention is put in place.

Supporting emotional and social development

Emotional and social development is extremely important for all students within our academy. SEND students have access to interventions which, where appropriate enable them to access and develop social and communication skills. This includes how to be assertive and how to communicate your worries and concerns. They also may take part in sessions to help support anxious feelings and feelings of anger. All students have access to pastoral support and regular check ins with staff. They can also access support from our pastoral mentor.

Evaluating effectiveness

The success of Durham Academy's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, subject leaders and Senior Leadership Team.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents/carers and students.
- External evaluation by Durham LA and OFSTED inspections.
- Parental involvement, especially attendance at reviews.
- The Governors' Annual Report to Parents.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

Handling complaints

[We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

If you would like to discuss your SEND requirements in detail please contact to arrange an appointment with our SENCO Mrs. L Smith

Spending the budget

The SEND budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Details of how this money is used to support children and young people with SEND is shown below. This is monitored each term by governors.

This is used to support young people with SEND by helping to support the creation of the following:

- A supportive curriculum that is responsive to need.
- A room for those who need this support during social time
- Training of staff to ensure quality first teaching
- Student group interventions
- Emotional, social, behavioural support programmes
- Additional specialist support with post 16 careers/training decisions.
- Specialist group support from outside agencies
- Specific individual support for children whose learning needs are severe and/or complex
- Specialist equipment to support and enhance learning
- Mentoring and counseling
- A broad range of extra-curricular activities
- Differentiated materials.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer.

If you would like to discuss your SEND requirements in detail please contact school to arrange an appointment with our SENCO Mrs L. Smith

Local Offer

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area. The current link to the LA Local Offer website can be found at: www.countydurhamfamilies.info/localoffer

Named contacts

[You should provide details of named contacts, both in the school and externally, whom parents and pupils can contact if they have any concerns, e.g. the SENCO, the DSL, and the LA's mediation advisor.]

If your son/ daughter has been identified as having an SEND need you will have been allocated a first point of contact and this

Name of individual	Email address
Mrs L Smith	l.smith@durhamacademy.org.uk 01913730336
SENDIASS	0191 587 3541
Durham Mediation Service	sendinclusionadmin@durham.gov.uk 03000 267 800