



## 1. What kinds of special educational needs is provision made for at Durand Academy?

Durand Academy is an inclusive school where we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our School's Inclusion and SEND (Special Educational Needs and Disability) policy document is available on the school's website for further reference. [www.durandacademy.com](http://www.durandacademy.com)

A child has Special Educational Needs and Disability where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Additional and/or-different provision is currently being made in school for children with a range of needs including:

- ❖ Cognition and Learning – moderate learning difficulties, specific learning difficulties – dyslexia.
- ❖ Communication and Interaction – Autistic Spectrum condition, Speech and Language difficulties
- ❖ Social, emotional and mental health – Attention Deficit Hyperactivity Disorder, emotional and behavioural problems.
- ❖ Sensory, and/or Physical – hearing and sight impairment, sensory processing difficulties, epilepsy.

SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organized in accordance with the needs of the children.

## 2. What is the school's policy for identifying children and young people with SEND and assessing their needs?

Assessment is an ongoing rigorous core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 11. At Durand Academy we aim to identify children with particular needs as early as possible.

If a child is not making the expected progress, then we identify a need and determine the reasons why. The school promotes a graduated approach to assessing, identifying and providing for pupil's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. Where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. Our SENCO's Mr Bezuidenhout and Ms Blackman leads the provision of SEND support in the school and coordinates the deployment of the SEND teaching assistants and outside agencies. The SENCO's can be contacted via the school office by telephoning 020 7735 8348 or by email on [admin@durandacademy.com](mailto:admin@durandacademy.com)

## 3. Arrangements for consulting parents of children with SEND and involving them in their child's education.



The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through annual reports and informal discussions.

Parents are always informed if school staff consider that their child has additional needs and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. Parents are always able to make an appointment with their class teacher to discuss any concerns regarding their child and there are regular pupil progress meetings with the parent and child throughout the school year, if parent's and class teachers have concerns about a child's progress in relation to SEND provision then a meeting will be arranged with the SENCO.

#### **4. Arrangements for consulting young people with SEND and involving them in their education.**

The child is at the heart of decision making to ensure that high quality individual education provision is carefully planned around the specific needs of the child. Children will be consulted for their views where appropriate and will be able to discuss their needs informally with familiar members of staff.

Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development such as their termly targets to support their development.

#### **5. Arrangements for assessing and reviewing children's progress towards outcomes including the opportunities to work with parents and young people as part of this assessment and review.**

The school monitors and evaluates the progress and achievement of children who need targeted provision. The children and teachers together set targets every term as the next steps in their progress and development. Termly pupil progress meetings with the Headteacher, class teacher and SENCO look at the progress of each individual child and the effectiveness of the interventions that have been used. The ongoing progress of children with SEND is regularly reviewed by the SENCO through the use of data, by looking at samples of work, and by discussion with the children and teaching staff. Further assessment of the children's progress is undertaken by any external services they may have worked with such as the speech and language therapist or educational psychologist.

When children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address needs and meet targets.

Children who have a Statement of Special Educational Need or Education Health and Care Plan (EHCP) will have an Annual Review.

#### **6. Arrangements for supporting children and young people in moving between phases of education and if preparing for the next stage in their education.**

Children with SEND who are new to the school or moving between phases within the school will be supported to prepare them for the change.

#### **7. The approach to teaching children and young people with SEND**

Durand Academy is committed to inclusion this does not mean that we treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs. Durand Academy recognises that provision for children with SEND is a matter for the school as a whole. The roles and responsibilities of all members of the school community



are set out in our policy for Inclusion and Special Educational Needs which can be accessed on the school website [www.durandacademy.com](http://www.durandacademy.com)

At Durand Academy we believe in high aspirations for all of our children and our aim is to unlock potential and to remove any barriers to learning. To this end quality first teaching in every classroom is tailored to the setting of high expectations for all and the provision of opportunities for all to achieve. All teachers are teachers of SEND and will take into account the needs of a child with SEND in planning and assessment.

## **8. How does the school make adaptations to the curriculum and the learning environment of children and young people with SEND?**

The creative curriculum at Durand Academy is scaffolded and differentiated to meet the needs of all of our children. Differentiation may occur by grouping, content of the lesson, learning style, teaching style, additional adult support and lesson format. The school will assess the needs of any children with SEND who are looked after by the local authority to see if there is any additional provision that needs to be put in place so that they can fully access the curriculum.

The school acts upon advice from external agencies with regard to any particular adaptations that may be needed for a particular child such as large print or advantageous positioning for children with visual impairment. We endeavour to ensure that all classrooms are dyslexia, speech and language and ASD friendly by the use of such resources as visual timetables, pre teaching of vocabulary and the use of displays to enhance learning. In addition, small group rooms are available throughout the school to provide small group or 1:1 working areas.

## **9. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.**

The SENCO's organises training on a needs basis and staff may request specific training. All of the teachers and teaching assistants in the school have attended inset training in the last two years on autism, dyslexia and speech and language. The teaching assistants who are trained to deliver a range of interventions on a small group and 1:1 basis have weekly sessions to update them on any training. All of the teaching assistants in the school have attended first aid training this year. The school nurse delivers annual training to staff that work with children who have anaphylaxis and may need to administer an epi-pen.

As specific needs arise the SENCO's refer children to the educational psychologist, speech and language therapist whose services are brought in through the local authorities' system of service level agreements. The SENCO's will also refer to and liaise with health services such as the school nurse, occupational therapist, community paediatrician through the Mary Sheridan Centre.

## **10. Evaluating the effectiveness of the provision made for children and young people with SEND**

Support Profiles written by the class teachers are reviewed half termly to evaluate the progress of children's learning. The progress of the children on the SEND register is reviewed by the SENCO's half termly through the school's tracking systems and pupil progress meetings. Teachers and teaching staff will informally discuss any concerns with the SENCO's as they arise and if necessary a meeting will be arranged with the parents and or children. The progress of children on the caseload of outside agencies will be reviewed by consultation with the SENCO's during half termly visits.

## **11. How children and young people with SEND are enabled to engage in activities available with children and young people in school who do not have SEND**



At Durand Academy we aim to include all children in the activities available to the whole school by making adjustments and adaptations as required. Every lesson and activity will be planned and differentiated in order to enable the participation of all children where possible. Advice will be sought from external agencies with regard to particular needs and resources will be used accordingly including adult support.

Activities within the school and outside the school will be risk assessed so that provision can be made for any additional needs. Children who have physical needs will have a risk assessment for normal activities within the school.

We believe at Durand Academy that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

## **12. Support for improving emotional and social development**

At Durand Academy we have a variety of ways to support the emotional and social development of the children. In the classroom the children have a weekly PSHE lesson which deals with a range of issues such as relationships, bullying and setting goals for themselves. The school holds a dedicated anti-bullying week each year and also addresses the issue of safety and cyber bullying through this week and the computing curriculum.

Children can be referred to the educational psychologist or CAMHS if they have more complex issues regarding their emotional and social development.

## **13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.**

The Headteacher, SENCO's and school staff as a whole when appropriate, work closely with health and social care bodies in order to coordinate and deliver the care and education of our children. There are strong links between the school and Mary Sheridan Centre and the social services department of the nearby local authorities. The school has many links with support services.

## **14. Arrangements for handling complaints from parent of children with SEND about the provision made at the school.**

If a parent wishes to complain about the provision made at the school for their child with SEND they should, in the first instance, raise it with the SENCO's, who will try to resolve the situation.

## **15. The Local Offer – Lambeth's Local Offer can be accessed on the local authorities' website at**

<http://www.lambeth.gov.uk/schools-and-education/special-educational-needs/local-offer-services-for-children-and-young-people>

