



## **SEND Information Report**

Children and young people (CYP) with a wide range of SEN are welcomed into David Young Community Academy.

The academy looks after the needs of students from the four recognised SEN categories: Cognition and Learning; Social, Emotional and Mental Health; Communication & Interaction and Physical and/or sensory and makes best endeavours to meet the needs of all SEND young people in an inclusive and personalised way.

If a parent of a pupil with an EHCP requests a place at the academy the CYP is welcomed and strategies are sought to meet need.

### **What do I do if I think my child or young person may have special educational needs?**

The majority of students' needs are met in the classroom with good Quality First Teaching and additional strategies that will overcome many barriers to learning. However, if a CYP is not making expected progress because of SEN the subject teacher or Head of Year will contact the Personalised Learning Team for additional advice and guidance and the academy will follow the Assess, Plan, Do, Review cycle as detailed in the Code of Practice (2014) under the "Graduated Approach".

At the point at which we feel the CYP is not making expected progress due to a special need we will contact parents and carers to discuss additional need and provision and with parental agreement place the CYP on the SEN register.

Where parents or student feel they are not making progress or experience barriers to learning you are encouraged to contact either the form tutor, Head of Year or SENCo to discuss your concerns and an assessment will be carried out.

If your child or young person has very complex needs, it might be that a detailed assessment by experts is needed to work out the best way to meet their needs. This is known as 'education, health and care needs assessment' and is done by the Council's complex needs service, working together with families and with schools.

Our SENCo is Miss Eagle ([jane.eagle@leafacademytrust.org.uk](mailto:jane.eagle@leafacademytrust.org.uk)) and our SEND governor is Mr Andrew Eastwood.



## **How will the academy support my child or young person's learning?**

David Young Community Academy is committed to ensuring all students have good quality teaching in mainstream classrooms. Quality First Teaching is the most important factor in helping students with SEND to make good progress. All teachers at David Young Community Academy are committed to making the curriculum accessible for all students by offering high quality teaching based on strategies outlined on the academy's universal provision. Teachers use a variety of teaching styles and resources in class to support learning.

Targeted TA support is available in some lessons to support students to become independent learners.

We also use a range of evidence based interventions (structured learning programmes) to support pupils with SEND to make better progress and these interventions happen outside of the main classroom and can be individual or small group. For example, many of our younger students who have been identified as struggling with numeracy and literacy by the academy will gain extra support from an adult reading volunteer, teaching assistant or possibly more specialist support from a literacy/numeracy teacher. However, some students may benefit from a smaller teaching group size, allowing for greater teacher/pupil interaction.

Students on the SEN register will always remain the responsibility of the class teacher regardless of need. TAs work as keyworkers with targeted students and regularly review their provision under the guidance of the SENCO.

All students on the SEN register have an Individual Learning Plan which is referred to as a Passport and some students with more complex needs will have a key worker who will be a member of the Personalised Learning Team who acts as an advocate for the student by contacting teachers on their behalf and updating Passports.

- The Passport is always written with students and in some cases parents may be asked to contribute.
- The Passport sets out strategies to help the student progress in mainstream classes and is shared with teachers and staff working with the student.
- The Passport details any extra support or interventions and their learning targets and long term desired outcomes.
- Students review their Passport with a member of the Personalised Learning Team. It is an opportunity to discuss their learning needs and any barriers.

## **How will the curriculum be matched to my child's needs?**

All students (including SEND) should make at least expected progress in line with their peers and the progress of all students, in all subjects, is reported to parents in line with the academy policies.



Teachers will refer to the SEN register, Disability List and Additional needs list to make reasonable adjustment to their teaching to support learning.

If students do not make expected progress in a specific subject then the department will then plan a period of intervention and students with SEND are including in this whole school provision. As an inclusive academy subject teachers and department heads will consult with students and parents including those with SEND, however, the SENCo and key worker will be involved in discussions and plans to maximize progress under the Assess, Plan, Do, Review cycle of the Graduated Approach.

In addition to this the Personalised Learning Team can offer a number of WAVE 2 programmes in spelling, handwriting/typing/exam practice/mind mapping to underpin success in the classroom.

The Senior Leadership Team will work with the SENCo to ensure SEND students have a full entitlement curriculum and that they are on track with respect to their Progress8 and Attainment8 targets. However, where a personalized and bespoke package is required the Academy will meet with parents and students to ensure they are fully included and informed with respect to their progress and outcomes at every stage.

### **How accessible is the Academy?**

The David Young Community Academy was constructed in 2006, and was designed as a community resource that support community involvement and increased participation. As such, it is user friendly and complies with regulations and the Equalities Act 2010.

There are: six disabled toilets and 3 disabled showers on the ground floor and six disabled toilets on the first floor; two lifts located in the Reception and Sports Reception; height adjustable desks are located in most classrooms; a defibrillator is located in the Reception close to the First Aid room.

### **How will I know how well my child or young person is doing and how will you help me support my child's learning?**

The academy produces two interim reports every year, which are sent home at different points throughout the year. In addition there is a full annual report that should be collected from the academy by parents/carers at the allocated Parents' Evenings.

In addition the members of the Personalised Learning Team will keep in regular contact by phone or email and meetings will be arranged on a regular basis as per the Code of Practice.



### **What support will there be for my child of young person's overall well-being and social, emotional and behavioural development?**

All DYCA students have access to a form tutor, head of year or a member of the Care and Guidance Team (adult non-teaching member of staff) who will mentor, guide them to make the right choices and also help with any student who has a particular concern.

The academy also has a Senior Student Leadership Team (SSLT) who meet the senior teaching staff and Chaplain regularly. Any student in the academy can speak to the SSLT and have their voice heard.

Bullying is not tolerated at the DYCA and is taken very seriously, students with any concerns can talk in confidence to our anti-bullying co-ordinator.

### **What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?**

Our SENCo is Miss Jane Eagle who holds the Post Graduate Award for SENCo and is actively involved with other schools within the Seacroft cluster and attends other SEND forums. She is supported by a Personalised Learning Co-ordinator and 5 highly trained and skilled Higher Level Teaching assistants. The Academy is expanding its teaching assistant team.

The DYCA also has access to an Education Psychologist, Child and Adolescent Mental health Service (CAHMS) and the Special Educational Needs Improvement Team (SENIT) and will commission specialist services to meet need on an individual basis.

### **What training and development is done by supporting those with SEND?**

Training at the academy continues throughout the year. All DYCA staff are fully aware of the students with SEND. Upon arrival to the academy new teaching members of staff undergo an induction programme at the DYCA. Here, training and awareness is given to all staff in areas such as dyslexia and behavioural needs. Any DYCA students that have been identified as needing extra support, may receive one-to-one tuition or and work in small focused groups.

### **How will my child be included in activities outside the classroom?**

All children will be encouraged to take part in activities run in the academy and outside the academy. If we think a student might need extra support to access an activity, or they or their parents/carers think they need extra support, we will look at how we can facilitate this.

## **How will the academy help children and young people transfer to the next phase of education?**

The academy is committed to ensuring transition points are well catered for:

In Key Stage 2 :

- Students are offered additional individual and small group visits.
- Staff from Learning Support liaise with key staff and agencies to share information and strategies to develop independence.
- The SENCO and members of the Personalised Learning Team attend KS2 reviews to share expertise and offer advice to parents and staff of appropriate provision.
- A passport is written with staff from Personalised Learning as part of the enhanced transition process.
- Additional care is taken to place students with SEND in appropriate groups.

In Key Stage 3:

- Parents and students have an additional meeting with the SENCo to offer support, advice and guidance with the GCSE option process and possible alternative packages.

In Key Stage 4 (&5)

- Appropriate agencies and staff from post sixteen provisions are invited to KS4 reviews to ensure a positive transition and outcome
- Specialist careers advisors are commissioned to support with next steps
- School staff will (if appropriate) attend visits to colleges and placements

## **How are the academy's resources/funding allocated and matched to children's needs?**

Every school or academy receives a funding direct from the Local Authority to support children and young people with SEND and disabilities called the notional SEN budget. We use this funding to provide (one to one support where needed, extra resources and access support/equipment if needed, plus extra staff training if needed to support a specific need). When students have needs that we can't meet through this budget, we will apply to the Local Authority for additional funding (called Funding for Inclusion). The complex needs service in the Authority looks after this and has more information on their website [www.leeds.gov.uk/localoffer](http://www.leeds.gov.uk/localoffer)

## **How are parents and carers involved in the school?**

Parents and carers play an important role in the life of DYCA and we regularly hold parent/carers consultation evenings, parent forum events, for parents to express their views or find out information plus an open evening once a year. Parents and carers are always welcome to contact us either by phone or e-mail to have a conversation with either the Care and Guidance Team or the Head of Year as a first port of call.



### **Who can I contact for further information?**

SENCo : Miss Jane Eagle ([jane.eagle@leafacademytrust.org.uk](mailto:jane.eagle@leafacademytrust.org.uk))

SEND Governor: Mr Andrew Eastwood ([andrew.eastwood@leeds.gov.uk](mailto:andrew.eastwood@leeds.gov.uk))

SENDIASS (Special Educational Needs and Disability Information and Support Service) offers support, individually and in groups with issues around special educational needs (law, policy and processes). The team handles face-to-face, telephone and electronic enquiries. You can contact SEND IASS on 0113 395 1200, or via email at [sendi-ass@leeds.gov.uk](mailto:sendi-ass@leeds.gov.uk).