



**DERBY MOOR
ACADEMY**

SPECIAL EDUCATIONAL NEEDS & DISABILITY

INFORMATION REPORT

Covid-19 Annex

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Introduction

At Derby Moor Academy each student's current skills and levels of attainment are assessed on entry through the completion of Common Assessment Tests. We use this data, with any other information from previous schools, to decide whether students require Special Educational Needs or Disability (SEND) support.

Through regular assessment we are able to identify students who are making less than expected progress for their age and individual circumstances. This may be because their progress is:

- Significantly slower than that of their peers starting from the same point
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between the student and their peers
- Widening the attainment gap

In this booklet you will find information that will answer your questions on Special Educational Needs and Disabilities and how we provide for them at Derby Moor Academy.

If you have any further questions do not hesitate to contact our SENCO, Miss McAneny, at s.mcaneny@derbymoorsch.derby.sch.uk or 01332 772706.

Points highlighted in red are additional information added to the School Information Report during the period of Covid-19 and national school closures.

What kinds of Special Educational Needs does Derby Moor Academy make provision for?

Our first response to supporting students with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching which targets a student's area of weakness through a personalised and differentiated curriculum. If a student still continues to make less than expected progress the SEND Team will assess whether the student has SEN. This enables us to make sure we are taking appropriate action to support a student's needs. Any student identified as having a learning need will have at least one of four broad areas of need. On the following page, you can see the four broad areas of need and the interventions we put in place, as an Academy, to support them.

Types of need and what that could look like	Examples of support in our Academy	How we check it is working
<p>Cognition and Learning</p> <p>This is when a student learns at a slower pace than other students in their class. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia.</p>	<ul style="list-style-type: none"> • Differentiated curriculum, in lessons, through quality teaching. • Literacy support e.g. Literacy Extract, Small group based literacy interventions. • Pupil School Support (external) intervention with targeted support to meet student's needs. • Teaching/Classroom Assistant support in lessons to support teacher with differentiated curriculum. 	<p>Monitoring and assessment takes place in the form of:</p>
<p>Communication & Interaction</p> <p>This is when a student has difficulty communicating with others. This may be what they are saying (appropriate use of language) or understanding what is being said to them and social interaction with others.</p>	<ul style="list-style-type: none"> • Social interaction and communication groups. • Social clubs during lunch and after school. • STEPS Autism Team (external) intervention. • STEPS Hearing and Visual Impairment Team (external). • Speech and Language Therapy (external and internal). • After school enrichment activities. • Inclusion Area – Nurture & Thrive. 	<p>Data Point Reports</p> <p>SEND targets reviewed annually</p> <p>Online testing</p> <p>Reading & Comprehension Ages</p>
<p>Social, emotional and mental health difficulties</p> <p>This is when a student displays challenging, disruptive or disturbing behaviour. This disruptive behaviour is managed so it doesn't affect learning.</p>	<ul style="list-style-type: none"> • Social clubs during lunch and after school. • School Nursing Service. • STEPS Educational Psychologist (external) intervention. • Child & Adolescent Mental Health Service (external) referrals. • Child Psychologist (external). • School Counsellor (internal). • Inclusion Area – Nurture & Thrive. • Non-teaching Year Managers. 	<p>External Agency Assessments</p> <p>Parent/Child Views</p> <p>Teacher views</p> <p>SEND Learning Walks</p>
<p>Sensory and/or physical needs</p> <p>This is when a student has a disability that hinders them from using the educational facilities provided.</p>	<ul style="list-style-type: none"> • Occupational Therapy (external) and physiotherapy programme (internal & external). • Visual and Hearing Impairment Risk Assessments & adjustments to Academy (e.g. accessibility/health & safety) • STEPS Sensory Support (external) intervention – Hearing Impairment & Visual Impairment. • Fully accessible site. 	<p>Assess, Plan, Do, Review</p>

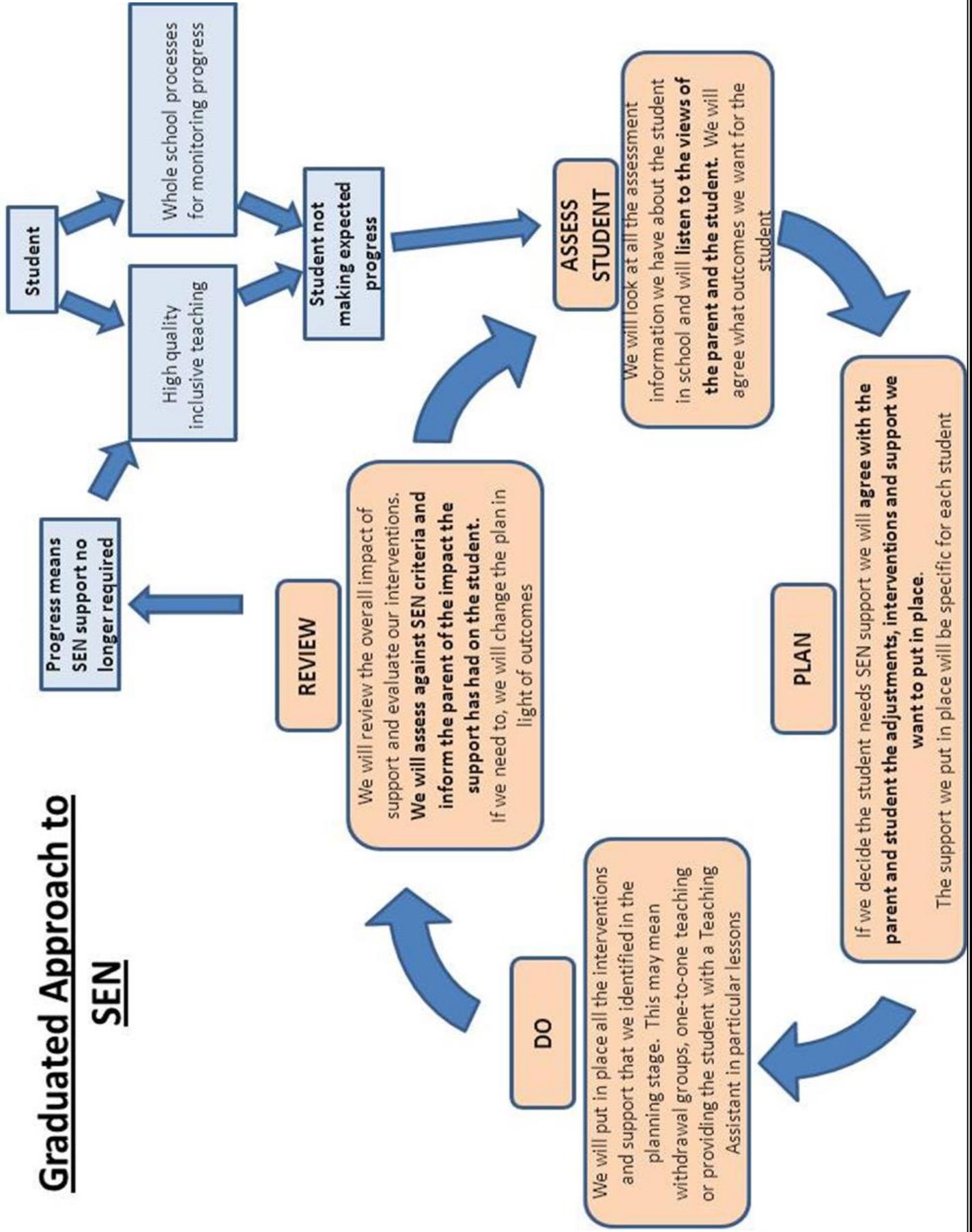
How does Derby Moor Academy identify and assess Special Educational Needs (SEN)?

At Derby Moor Academy we endeavour to ensure each student with SEN gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by Teaching Assistants/Classroom Assistants or external agencies.

High quality teaching, differentiated for student's needs, is the first way we respond to students who have SEN. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Derby Moor Academy is regularly reviewed. We have a thorough professional development programme to ensure teachers understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up-to-date.

When a student is identified as having SEN we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and students needs are at the centre of all provision provided.

Graduated Approach to SEN



How does Derby Moor Academy know how much progress is being made by students with Special Educational Needs?

At Derby Moor Academy we have rigorous assessment procedures to ensure we are keeping track of student's progress throughout their time with us. Each term parents will receive a Data Point Report on their child's progress.

Parents of students who are identified as having Special Educational Needs will be invited into the Academy three times a year to talk about their child's targets and review the progress they are making towards them. These meetings will be based around scheduled meetings planned at the Academy such as Parents' Evenings. At least once a year, parents of students with high needs SEND will be invited into the Academy to attend their child's annual review.

During a period of enforced closure (for example, Covid-19) the SENCO will work with the Local Authority to decide when and how to hold Annual Reviews. These may be completed over the phone or by video call, as appropriate. The SENCO will consult the student on their views as well as the parent and will ensure these are reflected in the Annual Review process.

What extra-curricular activities can a student with Special Educational Needs access at Derby Moor Academy?

At Derby Moor Academy we work hard to ensure that students with SEND engage in the activities of the Academy alongside students who do not have SEND. We will try to make sure that students with additional needs are able to take part fully in Academy visits and events. We pride ourselves on being an inclusive Academy.

In addition to the Academy curriculum, many subject areas run educational visits to enrich the experiences our students have. The Academy also runs an exciting enrichment programme, after the formal school day end, where all students have the opportunity to broaden their experiences outside the curriculum. No student will be excluded from extra-curricular activities on the basis of SEND.

Does Derby Moor Academy have a Special Educational Needs Co-ordinator? If so, who are they and how can I get in touch with them?

The Special Educational Needs Co-ordinator (SENCO) at Derby Moor Academy is Miss McAneny. She works with students, teachers, parents and external agencies to ensure that students' needs are being met.

Miss McAneny works in the Academy every day and can be contacted on 01332 772706 or s.mcaneny@derbymoorsch.uk. She will be happy to make an appointment with you to discuss any concerns or questions you may have.

What training do the staff at Derby Moor Academy have in relation to students with Special Educational Needs?

Miss McAneny will ensure that all necessary staff are aware of students' specific special educational needs. She and the other members of the Academy's Leadership Team work closely together to plan staff training throughout the year. This thorough training programme ensures teachers understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up-to-date. This training is run by Academy staff with specialist experience as well as by external agencies.

Where possible and within reason, teachers will set accessible work for students with SEND when working from home. Teachers will be available to contact via Show My Homework should parents or students need additional support or guidance to complete the work.

Our Teaching Assistants have received specialist training in Attachment Disorder, Restorative Conversations and Literacy Intervention Programmes. They work with teaching staff to ensure that students with SEND can access the curriculum. A member of the SEND team will contact all SEND students weekly to consult with them about access and completion of work.

How does Derby Moor Academy get more specialist help for students if they need it?

At Derby Moor Academy when a student continues to make less than expected progress, despite support and interventions that are matched to their area of need, we will consider involving specialists or external agencies. Whenever we think specialists should be involved we seek parents' permission first. Following a meeting or

assessment with a specialist we will share what was discussed and/or agreed with the parents and teachers of the student.

If we feel a student needs more specialist help we can work with the people on the following page to get this.

Where appropriate, external agencies will be deployed to work remotely with students to ensure that ongoing casework and assessments can take place with as little delay and disruption as possible. These sessions may be held over the phone or via online platforms. Some video sessions will be completed when the appropriate consent has been gained by parents.

Specialist Services

Agency	Who they work with	How we get in touch
Pupil School Support	Pupil and School Support work with schools and other educational settings to help students with cognition and learning difficulties achieve to the best of their abilities.	☎ 0121 303 8288
STePS Educational Psychology	Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community settings. They use the expertise of psychological theory and research to develop an understanding of even the most complex situations, addressing a wide range of child and adolescent developmental issues, including special educational needs.	☎ 01332 641379
Communication Autism Team	The Communication and Autism Team are an educational service, part of Access to Education, working in schools and settings to support children and young people on the Autistic Spectrum (AS) and its associated difficulties, including the reduction of stress and anxiety amongst children and families with an AS Concern.	☎ 0121 675 5057
STePS Hearing & Visual Impairment Advisory Teachers	Visual and Hearing Impairment Advisory Teachers are a team of specialist staff working with children and young people with hearing or visual impairment at all stages of their educational development; in homes, early years settings, mainstream schools, special schools and colleges. Their purpose is to minimise the impact of a sensory impairment on a pupil's learning and development and to raise attainment.	☎ 01332 641359

Agency	Who they work with	How we get in touch
Speech & Language Therapist	<p>The Children's Speech and Language Therapy Department provides a citywide service to children and young people with communication difficulties. They are there to:</p> <ul style="list-style-type: none"> - Assess the communication skills of the child to identify areas in which they need help - Work with families to identify how best to help the children communicate to their full potential - Work with the child individually or in groups, dependent upon their needs. - Support parents or Academy staff where there is a need to communicate more effectively with children, by helping them to adapt the way in which they give information 	 01332 888060
CAMHS	<p>Derby is a city with a range of Child and Adolescent Mental Health Services that aim to support, help and intervene with children and young people who are experiencing emotional and mental health problems. Services are provided by a range of staff including Social Workers, Psychiatrists, Mental Health Nurses, Primary Care Mental Health Workers, Psychologists and other therapists.</p>	 01332 623700
Catharsis: Creative Arts Therapy	<p>Catharsis provide therapeutic services that are tailored to the needs of a diverse range of students. Skilled therapists and versatile approaches to creative psychotherapy allow full engagement at all levels.</p>	 07979717669
Children's Social Services	<p>Concerns about student's wellbeing and safety.</p>	 01332 641172
Special Educational Needs Assessment Service	<p>SENAR, the Special Educational Needs Assessment and Review Service, is responsible for the administration of the procedures related to the assessment and creation of Education, Health and Care Plans of children by Birmingham City Council.</p>	 0121 303 1888

How are parents of children with Special Educational Needs involved in the education of their child?

Derby Moor Academy will provide a report on your child's progress every term. Where a student is receiving SEND support a member of the SEND team will be in contact with parents to talk about their child's needs and the activities and support they will receive to help them make progress towards their agreed targets. These discussions will help us identify the responsibility the parent, students and the Academy have towards the best outcomes for the student. We hope that these discussions will strengthen the impact of the support we give in the Academy by increasing parental engagement. If we think a student with SEND needs extra support from outside specialists, parents will always be asked for their permission.

Students will always be included in discussions about their needs, targets and progress. Students with SEND will always have a safe and inclusive area to go to within Derby Moor Academy if they are not happy or have particular worries or concerns. Students with SEND may attend intervention and social sessions in Nurture and will know the SEND Team very well. Along with their Year Manager, they will always have someone to talk to. This will ensure their views are heard and incorporated into their targets.

When following the government's national guidance around social distancing parents of SEND students may decide to educate their child at home to ensure their safety. This decision will be made in partnership with the SENCO. Parents of SEND children will be contacted weekly by a member of the SEND team who will help with: concerns around accessing Show My Homework (the platform with which students will access school work set by teachers remotely); speak to the student to check on their wellbeing; make expectations about completion of work clear to both the student and parent; liaise with teaching staff around the need for further support, where appropriate.

If a parent of a child with Special Educational Needs has a complaint about the Academy, how does the Principal/Governing Body deal with the complaint?

At Derby Moor Academy we will always work closely with you to try and solve any worries or complaints you may have about your child. If you are not entirely happy

you should contact the Principal, Mr Doyle, who will work with you to resolve the issue. For further information please see our Complaints Procedure on the Academy website.

How does the Governing Body involve other people in meeting the needs of students with Special Educational Needs, including support for their families?

The Governing Body has a duty to ensure that the Academy adheres to the SEND Code of practice under the *Children & Families Act 2014*. This means that the Academy governors hold the Principal, Mr Doyle, and the SENCO, Miss McAneny, to account.

The Governing Body appoints a governor who is specifically responsible for Special Educational Needs and Disabilities. Our SEND governor is Mrs R Skelton, she ensures that the Academy and the SENCO carry out their duties.

One of the key responsibilities of the Governing Body is to make sure that the Academy's policy for students with SEND is published on the Academy website. This information must be reviewed annually by the Governing Body. The Governing Body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all students, including those with SEND. You can find these policies on our Academy website.

The Governing Body, through the SENCO, ensures that other appropriate agencies are involved in meeting the needs of students with SEND. The SENCO reports regularly to the Governing Body regarding the number of students and their additional needs.

Who are the support services that can help parents with students who have Special Educational Needs?

To see the different support services that can help you, have a look at the table on page 10 & 11.

We recognise that during the period of Covid-19 student's social and emotional development and wellbeing could be adversely affected. As a result, we will provide access to resources that explain Covid-19 in a child-friendly manner. We will direct external agencies for wellbeing (e.g. Catharsis, Educational Psychologist) to provide

support for students who may be identified as needing additional support. We will ensure each SEND student is contacted weekly to check on their progress and wellbeing. We will provide links to online mental health provision on the Academy website that all students and parents can access and ensure they are appropriately signposted.

How does Derby Moor Academy support students with Special Educational Needs through transition?

Derby Moor Academy works with schools, colleges and other settings to support students through transition from one educational setting to another.

If your child is moving from Primary to Secondary school, we will work with the SENCO and class teacher at his Primary School to ensure that we understand your child's needs and can plan for them when they moves to Derby Moor. Sometimes we will attend annual review meetings and specialist service meetings at the Primary School to help us gather all the relevant information. We will also arrange extra visits to Derby Moor Academy to help with your child's transition.

As your child approaches the end of his time at Derby Moor Academy we will work with him to ensure he has high aspirations about employment and further education. Discussions about students' futures will focus on what they want to achieve and the best way we can support them. Helping them consider the right post-16 option is part of this planning. In Year 10 our Careers, Information and Guidance specialists will support students to explore courses and places of study. In Year 11 the Academy will work to ensure students have firm plans for their post-16 options. Any information about previous SEND provision will be shared by the SENCO with the further education or training provider.

During a period of extended school closure, such as Covid-19, the Academy will continue to work with Primary feeder schools and the Local Authority to begin to prepare students for their move to secondary school. Where appropriate online resources will be provided to help manage any anxiety that would have been reduced through additional visits. Work will be completed with relevant professionals to extend the transition period as appropriate for a small number of identified students.

How can I find the Derby Local Authority's Local Offer?

For more information on Derby Local Authority's Local Offer and other support you can receive go to:

<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities>

Special Education Needs Department - Staff List

Staff Name	Role
Miss Sarah McAneny	Assistant Vice Principal & Special Educational Needs Coordinator (SENCO)
Mrs Hannah Parrott	Assistant SENCO & Teacher of Nurture
Mr Rory Barton	Teaching Assistant
Mr David Bennett	Classroom Assistant
Miss Tayla Bennetts	Classroom Assistant
Miss Ajsa Cenanovic	Classroom Assistant
Mrs Allison Burl	Teaching Assistant
Mr Juris Ezis	Teaching Assistant (EAL)
Ms Kerry Repton	Classroom Assistant
Miss Georgina Lewis	Classroom Assistant
Mr Joshua Newham-Hunt	Classroom Assistant
Mr Jibraan Mushtaq	Classroom Assistant
Mr Ben Roome	Classroom Assistant
Miss Kayleigh Swinbank	Classroom Assistant
Mr Sean Walker	Teaching Assistant
Miss Annabelle Waring	Classroom Assistant
Miss Bethany Wright	Classroom Assistant
Mr Callum Reddy	Apprentice SEND Administration Assistant