



NORTH DURHAM
ACADEMY

SEND Information Report

September 2020

1. Overview of Special Educational Needs and Disability (SEND)

At North Durham Academy we are committed to the equal inclusion of all students in all areas of academy life.

This report complies with section 69 of the Children and Families Act, 2014. 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 recognise that all students are entitled to a quality of provision which will enable them to achieve their potential and improve their well-being through:

- being healthy;
- staying safe;
- enjoying and achieving all they do;
- making a positive contribution;
- and achieving economic well-being.

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEND students.

The Local Authority's Local Offer can be found at www.countydurhamfamilies.info.

This site contains details of all the support offered to families by Durham County Council. Additional support for parents of students with a SEND is also provided by Durham SEND Information Advice and Support Service at

<http://www.durhamsendiass.info>. Further information about how County Durham supports adults (including young adults) is also available at www.durhamlocate.org.uk.

2. Types of SEND

At North Durham Academy we have experience of supporting children and young people with a wide range of needs. SEND needs are categorised under four broad areas, these are:

- **Speech, Language and Communication Needs** - This area of need includes children with Autism Spectrum Disorder (ASD) 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, Mental Health and Emotional Difficulties** - This includes any students who have an emotional, social or mental health need that is impacting on their ability to learn. Social, Emotional and Mental Health Difficulties includes students whose ability to learn and manage is affected by these difficulties which may be due to trauma they have experienced in their lives, how they are feeling at a certain period in their lives that they need support with, Attention deficit disorder (ADD) or Attention deficit hyperactivity disorder (ADHD);
- **Sensory and/or Physical Difficulties** - This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The Academy uses a range of methods to identify these needs including the use of diagnostic/planning tools, work scrutiny, direct observation etc. Sometimes it may be that there is no specific need, just a gap in learning. Depending on the outcome of diagnostics on a student, a range of steps may be taken to provide support. Some students with more complex SEN needs may also be supported by the Harbour area.

If you feel your child may have a SEND you can contact the school and request a meeting to discuss your concerns. Please either phone Mrs O’Keeffe (SENCO) on 01207 292180 or email c.o'keeffe@ndacademy.co.uk.

3. Graduated Response

The Graduated Approach is a four-part process of;

Assess

Assessing the student’s special educational needs and gaining a better understanding of the barriers to a student’s learning through working in partnership with the student, parents and other professionals. This may also include observing a student in lessons and looking at their work, appropriate assessments as well as discussions with teaching and support staff.

Plan

Planning involves working together to remove their barriers to learning and identify the outcomes a student is working towards and the provision required to achieve these, this may include group work, support in a classroom or 1:1 support. A student’s Year Manager will work with students, parents and the SEND team to set targets and put intervention in place so all views are taken into account when the plan is put in place. Assessments will also help inform stakeholders about their child and their needs.

Do

Targeted provision is put in place to allow the student to successfully meet their outcomes.

Review

Progress is reviewed regularly with the student, parents, teaching and support staff as well as other professionals where appropriate. Provision and outcomes are amended as required.

In some cases, a student may no longer require additional provision - or they may need more extensive support. Where a student's difficulties are severe and they do not make the expected progress, despite a range of interventions; an Education, Health and Care Plan may be considered.

4. Our Provision and Intervention

Intervention

SEN Support, which means they have been identified by the SENCO/Head of SEN as needing some extra specialist support in the Academy from a professional outside the Academy. Specialist groups run either by or in conjunction with outside agencies for example Speech and Language therapy, Occupational therapy, EWELL team, and/or Individual support for your child. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need);
- Outside agencies such as the Speech and Language Therapy (SALT) Service;
- Specialist CSWs support either 1:1 or in groups inside the Academy.

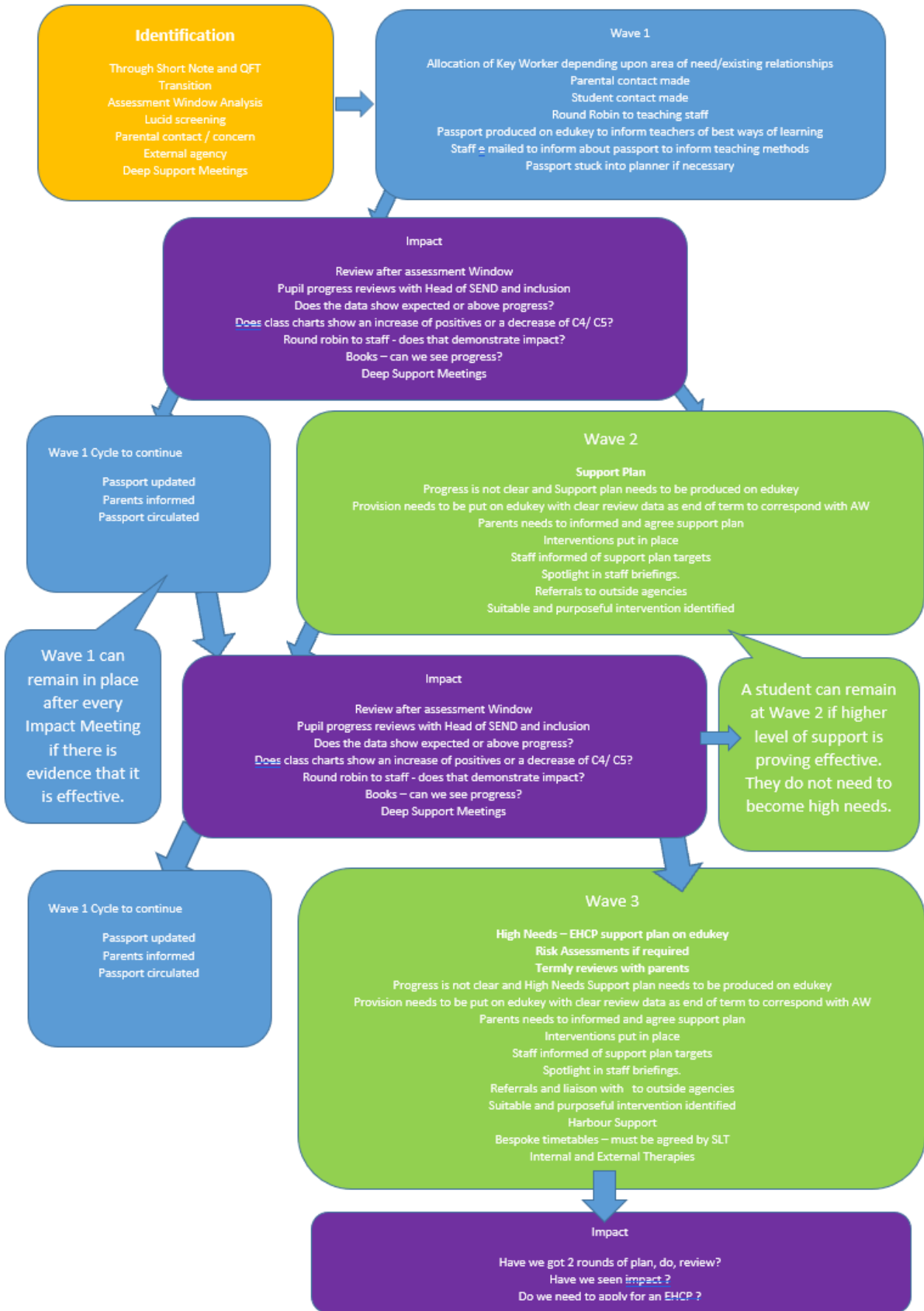
Students will be identified as having a SEND via the results of a range of tests carried out in the Academy, or as a result of advice received from professionals outside of the Academy. The type of test used depends on the possible SEND in question.

What would this mean for your child? Who can get this?

- Your child will have been identified by the class teacher or one of the SEN team (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups;

- You will be asked to come to a meeting to discuss your child's progress and contribute to a SEN Passport and/ or a Support Plan;
- You may be asked to give your permission for the Academy to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the Academy and yourself understand your child's particular needs better and be able to support them better in the Academy;
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: -
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;
 - A group run by Academy staff e.g. a social skills group;
 - A group or individual work with an outside professional.

SEND Graduated Approach North Durham Academy



5. Curriculum and Support

Access to a broad and balanced curriculum

All students follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupil needs. At times modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum, North Durham Academy continues to be committed to support students via:

- A wide range of teaching and learning styles;
- Differentiated materials (both for reinforcement and extension);
- Access to ICT;
- Additional in class support;
- Additional out of class support;
- Flexible groupings (including small group work);
- An innovative and supportive curriculum;
- The appropriate use of rewards and sanctions;
- Mentoring and counselling;
- A broad range of extra-curricular activities, including homework club and use of the Learning Resource Centre;
- Assessment procedures that emphasise students' strengths and achievements, with clear advice given to learners about what they need to do in order to progress;
- Key Stage 4 courses which are relevant to all students' needs;
- Applications to examination boards to obtain access arrangements as appropriate.

A copy of the Academy's Accessibility Policy can be found by on the Academy website. All students with SEN have full access to the same opportunities as other students. The academy will ensure that support is available to enable this to happen, although consideration will be given if and when any health and safety issues arise.

We believe that this is vital for the development of all students promotes tolerance of and respect for others. It is vital that students value the contribution others make to society, and this helps them understand how they can support and enhance the community in which they live. We believe that we need to ensure that no barriers exist which would serve to segregate any groups of students, and work hard to provide an environment in which all can feel safe, secure and thrive within.

Quality First Teaching (Wave 1)

Class teacher input via excellent targeted classroom practice.

What would this mean for your child?

- Ensuring that the teacher has the highest possible expectations for your child and all students in their class;
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand;
- Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored;
- Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
- The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied;
- The SEN team will be consulted as needed for support and advice and may wish to observe the student in class;
- If a student has recently been removed from the SEN register they may also fall into this category, as continued monitoring will be necessary;

- Parents will be informed of any concerns and the Academy action-taking place. Parents are encouraged to share information and knowledge with the Academy;
- Concerns by teachers and/or parents will be investigated.
- Students will only be placed on the SEN register once the need is confirmed. Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.
- Each student has a key worker, a member of the SEN team, who meets with the student and provides extra support;
- The Curriculum Support Workers timetables are constantly reviewed so that support is best placed to meet students' needs;
- Curriculum Support Workers work 1:1 with students or in small groups, they may support students both academically and pastorally, acting as mentors where needed;
- Curriculum Support Workers lead interventions to support a student's identified need;
- Laptops are available within the Harbour provision and in each subject area to support students who have difficulties with handwriting;
- The Harbour has its own computer room which can be accessed by students at break and lunch time;
- The Harbour offers a space for those students who may need to access a quieter area again at break time and lunch time as well as those who may need to take some time out of lessons during difficult periods of their life;
- The Academy has a wet room for students who may need to access this facility;
- Lifts are available for use to access higher floors;
- Costed Provision Maps detail a student's outcomes and the provision in place for EHCP and EMP students;
- Exam access arrangements are put in place for SEND students who require them, this occurs for assessments, mocks and GCSE exams at Key Stage 4;

- Students may need access to specific resources such as overlays, which are provided where appropriate or laptops or computer readers and scribes where needed;
- The Enhanced Mainstream Provision offers extra support and therapy to both students with an Education, Health and Care Plan and those at SEND Support who have Speech, Language and Communication Difficulties.

Schools receive funding to specifically support students with Special Educational Needs and/or Disabilities. Within the Academy this is used in a variety of ways, including reducing class sizes, providing CSW support, providing a specialist SEND area (the Harbour), and resources such as a designated computer facility. It also funds places for students at Alternative Provision. Provision for students with an Education, Health and Care Plan is costed to ensure that an individual student's outcomes can be fully met and the appropriate personalised support put in place to best meet the student's needs.

How will the teaching be adapted for my child with learning needs (SEN)?

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met;

- Support staff will support with your child's learning in the classroom;
- Specific resources and strategies will be used to support your child individually and in groups based upon the pupil passports drawn up by SEND staff;
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her teachers, mentors and Heads of Directorate at least three times per year via data collection;
- His/her progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject;

- Children at school support will have a support plan which will be reviewed three times a year;
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education;
- The Head of SEN and SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Wave 2 –SEND Support

This recognises students who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Wave 2 provision, the Academy puts additional provision in place for example a small intervention group focussing on an area of difficulty as well as the following;

- There may also be a need to ask for external advice or additional resources provided by the Local Authority;
- Class/subject teachers collaborate with the Head of SEN on evidence gathering and identification;
- Once the SEN team has been notified, they will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria;
- A SEN support plan will be drawn up detailing outcomes and provision required. Provision is monitored at least 3 times per year, evaluated and, if necessary, adjusted.

Wave 3 - SEN Support/ EHCP

- When a student has been identified as having SEND and steps have been taken for provision Under Wave 2 SEN support plan but the student has not progressed as expected, the Academy will consider taking steps under Wave 3 SEND support;

- Students may have access to the Harbour at this point if more specific support is needed;
- Following the Academy's previous assessment under Wave 2, where appropriate external professionals will be called to make their own assessments of the student and provide support in the planning of extended provision, continued assessment and revised action points will be made and follow up conversations and assessments if more support and advice is needed;
- The Academy will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress. This may involve the further use of a High Needs SEN support plan with reviews at least as per Wave 2, and the school may investigate applying for an Education, Health and Care Plan;
- External input can involve support and intervention, for example through specialist teaching or therapy. The Academy will coordinate this and, with the external professionals, monitor, review and evaluate the effectiveness of interventions;
- Bespoke intervention and timetables developed around the individual's needs;
- A High Needs Support Plan or EHCP will be drawn up detailing outcomes and provision required. Provision is monitored at least 3 times per year, evaluated and, if necessary, adjusted. In terms of EHCP students one of these will be their annual review.

6. Staffing

Expertise and training of staff

The teaching and learning requirements of all children with SEND is primarily the responsibility of the class teacher with support from their curriculum area (inclusive Quality First Teaching). This reflects the principle that SEND is a whole school issue and a recognised aspect of all curriculum planning. All staff at North Durham Academy are expected to teach students with SEND. There is also a specialist SEN Team which includes:

Mrs Clare O’Keeffe is the SENCo (Special Educational Needs Co-Ordinator) and oversees Special Educational Needs and Disability (SEND) provision within the Academy. Our SENCO, Mrs Clare O’Keeffe has 1 year of experience in this role and has worked as Assistant Principal for 13 years and oversees SEND in the Academy.

Mrs Sarah Norman is the Head of SEN and she develops and monitors a wide range of intervention to support students, either academically or with their specific SEND needs. Mrs Sarah Norman who has over 20 years of experience in working with students with SEN. Mrs Norman teaches but has an additional 10 hours a week dedicated to the SEN provision across the Academy.

Mrs Jill Hope is the Harbour Manager and she runs the Harbour provision in the Academy which is an area of intensive support for those with complex Special Educational Needs and/or a Disability. Mrs Hope who has over 10 years of experience working in a SEN specialist provision for Durham County Council. She oversees our Harbour provision full time.

The SEND team also includes eight Curriculum Support workers. The SEND Curriculum Support Workers (CSW) may support individual students for the majority of their timetable or within certain subject areas. Staff develop strong relationships with the SEND students they work with. They may help students with accessing work in lessons, withdraw them for small group work or provide 1:1 support. The SEN support staff also support students who are having emotional difficulties to deal with any issues that arise, where adjustments are needed to help the student manage.

Members of the SEND team both teaching and support staff have received training in the following areas:

- Autism Spectrum Disorders;
- Speech, Language and Communication difficulties-staff have regular access to Speech and Language therapists for further advice as part of the Language Resource Base/Enhanced Mainstream Provision;

- Future Steps Occupational therapy;
- Mindfulness;
- Motor skills;
- Restorative Justice;
- Visual Impairment adjustments and programmes;
- Literacy – LEXIA and accelerated reader;
- Clicker/ Read Docs which is used for exam access arrangements;
- Edukey – recording of SEN provision;
- LUCID/Dyslexia/dyscalculia testing;
- First Aid;
- Attachment disorder training;
- Counselling;
- Motor Skills;
- Restorative Justice;
- Lego Therapy.

We use specialist staff for:

- Future Steps Occupational therapy programmes;
- Assessing specific students for exam access arrangements;
- Assessing specific students' needs for example CAMHS, Educational Psychologists.

7. Assessment

Pupil Assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Pupil assessments provide important information for pupil review and support meetings and may also be used as a basis for an initial referral to the SEND team. The team may also use assessments for example LUCID to further assess a pupil's Special Educational Needs. The Academy reviews assessment data at three points across the year to ascertain the success of interventions put in place and is constantly seeking new ways to ensure progress by students who have a SEND. The Academy will review the provision made

to students to ensure that action is suited to need. If a given provision is not meeting the needs of students then we will attempt to assess why this is the case, and then seek a new solution/provision. For example, a certain provision may upon review not be suited to an individual's learning style and so an alternative method of seeking progress will need to be found. 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.

How have we made this school accessible to children with SEN? (including after school clubs etc.)

- We ensure that equipment used is accessible to all children regardless of their needs;
- We provide support with homework and reading at lunchtime, before and after school;
- Key words and literacy resources are used across the school to support learning on each learning journey slide;
- Appropriate transport will be provided to allow access to the full range of enrichment opportunities available to all our students.

8. Governance

The Governor who oversees SEND provision within the Academy is Phillipa May. She holds the SENCO to account and comes into the Academy to observe practice. This has been affected this year with COVID 19.

9. Transition Points (including Primary to Secondary, Secondary to Post 16)

- The SEND team meet with the Year 6 teachers, Primary SENCOs and Head teachers in the Summer Term prior to transfer;

- The local Authority will consult with the Academy for those students who have an Education, Health and Care Plan to ensure the Academy can fully meet the students' needs prior to their admission;
- Open Evenings allow parents and students to visit the Academy and speak to staff;
- Staff may attend Year 6 reviews or transition meetings at Primary schools;
- Students take part in transition activities, where they can meet staff from the SEND Team and/ or take part in activities within the Harbour area;
- Support staff support students during Transition days/ activities, so they become familiar with students;
- Extra visits can be arranged for SEND students to visit the school, both during the day and after school, enabling them to ask questions about any concerns, create scrapbooks of the Academy, using maps for orientation as well as meeting key staff;
- Opportunities provided for parents to meet with members of the SEND team.

Key Stage 3 to Key Stage 4

The SEND team attend Options Evening and Parents' Evening and can discuss possible option choices:

- A student's timetable may be adapted where required to best meet their needs;
- Students may access 1:1 Tutors to access extra personalised support with English and Maths;
- SEN students in Year 8 are given 1:1 independent careers interviews specific to help them with the options process and separate meetings held with parents where needed.

Secondary to Post 16

- Students receive a variety of careers activities throughout Key Stage 3 and 4 which help to prepare them for post 16 choices;
- 1:1 careers interviews for all SEN students with an impartial independent advisor;
- Access to a One Point Advisor within school, who can provide guidance on career choices if further support is needed;
- Discussions at meetings about students' interests and careers choices;
- Support staff work with students on developing life skills;
- Support from SEND Casework at Annual reviews of students with an Education, Health and Care Plan;
- Additional visits offered to colleges so students are familiar with surroundings and key staff.

On leaving the Sixth Form

- Extra support provided to assist SEND students with choices following Year 13;
- Students receive a variety of careers activities which help to prepare them for their next steps;
- Support from SEND Casework at Annual reviews of students with an Education, Health and Care Plan.

10. Parent Partnerships

All parents are actively encouraged to be involved in their children's education, and are invited into the Academy when decisions are required to ensure their child is receiving the appropriate level of support to meet their individual needs. If the Academy feels that a student needs to escalate through the SEND systems in the Academy, parents will be invited into the Academy to discuss fully their child's needs so an agreed plan can be initiated as required. Whatever the stage a student is in, parents will be encouraged to be full partners in all decisions made to help support their child, enabling them to progress towards the agreed outcomes.

From time to time you may have questions about your child's needs and the level of support that is required for your child to make relevant progress. We hope that together we can alleviate concerns and work together to make sure each child gets the best education they can. A positive and supportive relationship with parents is one of our most powerful resources and has a significant impact upon pupil progress. To these ends we are never further than a phone call away, and we always aim to respond to queries within 24 working hours.

If you have concerns about your child's progress you should speak to your child's teacher or Year Manager initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head of SEN. If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO. All complaints by parents are treated seriously and investigated fully. Please see the Complaints Policy on the Academy website.

The Local Authority's Local Offer can be found at www.countydurhamfamilies.info. This site contains details of all the support offered to families by Durham County Council. Additional support for parents of students with a SEND is also provided by Durham SEND Information Advice and Support Service at <http://www.durhamsendiass.info>.

What do we do?

- Meetings with parents/carers or family meetings can be arranged;
- Multi-Agency Meetings can be arranged. This allows us to bring a range of agencies including specialist teachers to deliver information to help with your child's education. This also allows the opportunity for parents /carers to work together, with their child, and be shown how to use resources at home;
- Invite parents/carers to come and talk about any concerns they or the Academy may have;

- We hold reviews three times per year for all students on SEN Support Plans / EHCPs where parents and students are invited to discussions with the SEND team to talk about their progress. During these discussions the student's progress across all curriculum areas will be reviewed, as well as other aspects of their progress such as social development, behaviour, attendance and pastoral care. The data will be measured against National Averages, with support being planned for the year ahead to ensure that any gaps identified can be bridged.
- At the annual review, students and their parents will be able to share their thoughts and will be fully consulted, as partners, on the level of support and type of provision the student has been/will be provided. There will be no surprises following an annual review and a copy of all relevant information, including fully costed provision maps, will be made available to parents and students as required. Parents and students will also be informed of any developments within the Academy Offer/LA's Local Offer at the annual review and their feedback will be recorded and sent to the SENCO where a central record will be maintained.
- The SENCO will review all feedback when updating the Local Offer (usually completed every Summer Term). The SENCO will ensure that information within the Academy Offer, as displayed on the school's website, is kept up to date and is appropriate to ensuring that the school meets the needs of all students.

How does this help?

Positive parent partnerships offers an opportunity for parents/carers to discuss issues about their children and their education, and any problems that may be encountered throughout their educational lifetime. It strengthens links between home and Academy and builds confidence in making sure the needs of your child are at the centre of all the work we do.

What support do we have for you as a parent of child with a SEN?

- We would like you to talk to your child's teachers and Year Manager regularly so we know what they are doing at home and we can tell you about what we are doing in Academy. We hope this will make sure that we are doing similar things

to support your child both at home and in the Academy and can share what is working in both places;

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Head of SEN or Harbour Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child;
- School support plans will be reviewed with your child and any updates will be sent to you;
- Homework will be adjusted as needed to your child's individual needs.

11. Enhanced Mainstream Provision (EMP) for students with a Speech, Language and Communication Needs

North Durham Academy has extended SEND provision for SLCN students through the development of our Enhanced Mainstream Provision (EMP). This represents a significant commitment between the school and the Local Authority, to work in partnership to effectively include students with complex speech, learning and communication needs. This provision is for some of our most vulnerable students, who will often have a combination of Special Educational Needs, in the areas of Communication and Interaction, and Cognition and Learning. This will include many students with complex communication difficulties and Autistic Spectrum Disorder (ASD). The provision consists of a personalised and flexible programme of support, which can be updated regularly, and will vary from child to child according to their specific needs. This includes individual support, social groups, alternative places for social times, they also all have an identified key worker as well as differentiated resources and timetables in some cases. Our aim is to ensure that students are fully integrated into the mainstream curriculum with tailored support, secure in the knowledge that the Harbour is always available should they require additional support. These students are also given 1:1 career advice and additional visits to colleges where needed to aid their transition onto further education.

12. Preparing for Adult Life

All of our students follow an appropriate curriculum ensuring that we meet individual needs. We provide all our young people with the space and attention they need to develop confidence, as well as helping them form a sense of ownership over their work and own development and progression. Students are encouraged and visits facilitated to further education providers to ensure students are successful in their future studies. One of our main aims is to ensure our SEN students seek and gain independence for their adult life.

13. Student Voice/Consultation

The views of students with a SEND will be taken at all reviews, including annual reviews. This is in addition to whole Academy student voice which is collected termly.

The SENCO Team respond to students views daily, on an informal basis. Some students spend considerable time working with members of the CSW and extended team, who meet daily and ensure that students' needs are being met. This includes students attending the Harbour whose needs often require a prompt response. Student voice indicates that students are confident in expressing their views/concerns and feel that staff will take them seriously and help them as required.

14. Applying for a Place at North Durham Academy

We are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the Academy prior to starting so that appropriate intervention and support can be planned and implemented. Advice from Durham County Council or other agencies may be requested to ensure the Academy can meet any needs

appropriately.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEND

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new placement. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You will continue to have a right to request a particular Academy or school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Applications for North Durham Academy must be made via Durham County Council's parental preference form:

<http://www.durham.gov.uk/media/7897/Secondary-school-place-application-form-2016/pdf/SecondaryAdmissionsForm1617.pdf>

In regards to SEN, any member of staff, parent, or outside agency can speak to the SEN Team regarding a pupil at North Durham Academy. Staff can be contacted on the Academy number: 01207 292180 or through the school email address: info@ndacademy.co.uk.

Mrs O'Keeffe, SENCO and Assistant Principal can be contacted directly at C.Okeeffe@ncdat.org.uk to discuss our SEN provision in the Academy.

Mrs Norman, Head of SEN, can be contacted directly at s.norman@ndacademy.co.uk to enquire about support available across the curriculum for your child.

Mrs Hope, Harbour Manager, can be contacted directly at j.hope@ndacademy.co.uk for specific enquiries about the Harbour and our EMP provision.

Strategy

To ensure progress against the objectives outlined in the SEN Information Report, there is a SEND Policy into Practice document that details the procedures for implementation. This document can be requested directly from the Academy. Our procedures are reviewed annually and adjusted regularly to reflect current practice and new legislation and guidance.

Annual Review of this SEND Information Report

The SENCO reviewed this SEND Information Report in September 2020.

The language of the SEND Information Report was updated to ensure it was consistent with the Code of Practice.

The Accessibility Plan has been updated, along with updates to the Behaviour & Rewards Policy to reflect school practice.