



Drapers' Academy Special Educational Needs and Disabilities (SEND) Information Report 2020 - 2021

At Drapers' Academy we recognise that pupils need different types of help and support. The school has a very well developed Learning Support Faculty, staffed by an experienced team specialising in different areas and needs in order to effectively support pupils with Special Educational Needs and Disabilities. This also facilitates the application of the school's policy of equal access to the curriculum and learning experiences for all. Liaison with pupils, parents, primary schools and other outside agencies enables pupils with Special Educational Needs and Disabilities (SEND) to be quickly identified so that the appropriate support strategies are implemented. Pupils' progress is continuously monitored at Drapers' Academy to ensure they remain on an upward trajectory.

We are passionate about preparing pupils for their future beyond Drapers' Academy; therefore, we have high aspirations for all of our pupils, regardless of their ability and needs, and we actively promote independent learning for all. We also work closely with the careers service and local further education establishments to ensure there is a smooth transition from Drapers' Academy to college for all SEND pupils, as well as other vulnerable groups.

Please note that, following National guidelines, the school provides the first 11 hours of support for all SEND students out of their additional needs budget.



1.	How does the Academy know if pupils need additional support?	<ul style="list-style-type: none">• On transition into Year 7, we collect relevant information on all our pupils and analyse the data available to us, in particular the pupils' Key Stage 2 results and their progress over time.• Pupils who were placed on the SEND list at their primary schools are usually transferred onto our list unless their rate of progress and levels of attainment indicate that they no longer need additional provision.• Additional baselines tests are conducted during Year 7. These include subject-based tests, particularly in English, Maths and Science.• Throughout Key Stages 3 and 4, pupils will have ongoing formal assessments and the progress of pupils is closely monitored by class teachers, Heads of Faculty and the SENCo. Data collection is completed each term.• There are regular opportunities for staff to liaise with the SENCo regarding the pupils' progress.• An ongoing system of lesson observations and work sampling ensure that any difficulties are identified at an early stage.• Discussions between staff and parents play a key role in the process of identifying any special or additional needs.• Reports from outside agencies, such as educational psychologists, speech and language therapists and health professionals, contribute to establishing the level of support needed.• After the assessment stage, we plan suitable provision for pupils, put support into place and review the provision on a regular basis.
2.	How does the Academy evaluate the effectiveness of its provision for pupils with Special Educational Needs and Disabilities?	<ul style="list-style-type: none">• The progress of all pupils is updated and monitored throughout the year by the classroom teacher. In addition, the school's SENCo is responsible for monitoring the progress of pupils on the SEND register and arranging additional support / advising on effective strategies where necessary.• Pupils, parents and carers are invited to discuss their provision at the termly review meeting of the Pupil Passport.



3.	How will my child be supported at Drapers' Academy?	<p>All pupils who have special educational needs and/or disabilities are individuals. Therefore, the needs of pupils will vary, as will the level of support required for pupils to reach their potential. The support pupils may receive include the following:</p> <ul style="list-style-type: none">• Support from qualified subject teachers in mainstream lessons• Differentiated tasks, including homework• Effective feedback in lessons• Access to a variety of learning styles and practical activities• Specific literacy and numeracy support delivered by staff from the Learning Support Department or from subject specific teachers.• Support from Learning Support Assistants in mainstream classes.• Meetings with members of the SEND team to monitor progress.• Examination access arrangements are put into place for some students with SEND.• Daily homework clubs which are held before and after school as well as during lunchtime.• On occasions, a pupil may require one-to-one support if they have specific needs, particularly if a pupil has an Education Health and Care Plan.• Year 7 and 8 pupils take part in Accelerated Reader.• Read, Write, Inc. sessions are offered to those pupils who meet the criteria.• Access to online programmes including Hegarty Maths and Frog.• Breakfast club is available each morning in the Oak Centre.
4.	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none">• All pupils follow a broad and balanced curriculum.• All subject teachers are expected to differentiate tasks according to the needs of the pupils, including those with special or additional needs.• Where possible, those pupils in lower ability groups are generally taught in smaller classes.• The Prince's Trust and AQA Awards are offered at KS4 for those pupils who would benefit from a personalised pathway.



		<ul style="list-style-type: none"> • Offsite alternative provision may be considered for a pupil if deemed appropriate for his/her level of need.
5.	How will my child be supported with regard to extra-curricular activities and school trips?	<ul style="list-style-type: none"> • All pupils are encouraged to participate in extra-curricular activities and school visits. We ensure that consultation takes place with parents/carers and health professionals so that pupils are able to access out of hours activities and school trips. • Risk assessments are completed for school trips and arrangements for any additional provision during activities or trips are made.
6.	What support is available for improving the emotional, mental and social development of pupils with Special Educational Needs and Disabilities?	<ul style="list-style-type: none"> • Our pupils' wellbeing is a priority and we ensure that all pupils are given appropriate guidance through our pastoral systems. In addition to this, some pupils may need further support. This may include: <ul style="list-style-type: none"> - An adult or peer mentor - Support from an ELSA (Emotional Literacy Support Assistant) trained member of staff - Access to counselling, either in school from a trained counsellor or directed to external providers. - Access to specialist medical advice, e.g. from the School Nurse or from a doctor or nurse linked to the Child and Adolescent Mental Health Service (CAMHS) - Support from members of staff who have received First Aid Training, including training linked to specific conditions/illnesses such as epilepsy, nut allergies and diabetes - The Oak Centre is available to pupils during break and lunchtimes. The Oak Centre provides a quiet garden space where pupils can take part in gardening and animal activities. • We do not tolerate bullying of any kind and our anti-bullying and anti-cyberbullying policies can be found on the Academy's website.
7.	What training and advice do staff receive to support pupils with	<ul style="list-style-type: none"> • Newly qualified teachers and staff on teacher training programmes receive induction regarding SEND. All staff receive further training through our professional development programmes both in school and through external providers. Further guidance is issued



	Special Educational Needs and Disabilities?	<p>by the SENCo on general SEND matters and specific issues relating to individual students.</p> <ul style="list-style-type: none"> • The SENCo is always available to meet with staff if further advice or training is needed and members of the Learning Support Faculty liaise with the SENCo on a daily basis. • The SENCo arranges regular training for Learning Support Assistants in relation to pupils specific needs.
8.	What equipment and facilities are available to support pupils with Special Educational Needs and Disabilities?	<ul style="list-style-type: none"> • The school building is equipped with two lifts which enable access to all parts of the school. • Each faculty area has a disabled toilet and one toilet has showering facilities. • When a pupil has specific, identified needs, staff will work with advisory teachers and specialist services to ensure the appropriate equipment is in place.
9.	How will pupils with Special Educational Needs and Disabilities and their parents and carers be consulted with regards to their education?	<ul style="list-style-type: none"> • Every pupil, parent and carer will be invited to attend an annual parents evening in the spring term where they will have the opportunity to meet with subject teachers. • Each term a subject report will be available providing information about the pupils' progress and target levels. • Pupils who have an Education, Health and Care Plan (EHCP) will be invited to attend a termly meeting to review the Pupil Passport as well as an Annual Review of the Statement/EHCP. • Pupils who are monitored at School Support will be invited to attend a termly meeting to review their Pupil Passport. • Pupils and parents have access to DPR which is an online system to track pupil progress. • FROG allows pupils and parents to see homework tasks online.
10.	How do I make a complaint about the provision my child is receiving?	<ul style="list-style-type: none"> • If you have any complaint about the special educational provision we make for your child, please speak to the Principal or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Principal. The Principal will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the *governing body/ special



		needs committee of the Governors / special needs governor* who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.
11.	Which external agencies work in partnership with staff and pupils at Drapers' Academy?	<p>We have established links with a wide range of specialist services. All external professionals have relevant qualifications in their field of expertise and have safeguarding training. We currently have links with the following agencies:</p> <ul style="list-style-type: none"> • Educational Psychology Service • ABC Behaviour Support Service • Advisory teachers from the Havering Learning Support Service, including the areas of Speech and Language, Social Communication and Visual and Hearing Impairment • Child and Adolescent Mental Health Service (CAMHS) • Occupational Therapy Service • SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) • Prospects (careers/college advice) <p>Where appropriate, the SENCo also liaises with health professionals from local services and hospitals in London in order to support the medical needs of our pupils.</p>
12.	What are the schools arrangements for supporting pupils with Special Educational Needs and Disabilities in a transfer between phases of education or in preparation for adulthood and independent living?	<p><u>Transition from Primary to Secondary School (Year 6 – Year 7)</u></p> <ul style="list-style-type: none"> • We have established transition programmes between Years 6 and 7; the SENCo liaises with primary schools in the summer term. • In July, there is an Induction Day for all Year 6 pupils followed by an Induction Evening for parents and carers where key information is communicated. • Before entry to Year 7, the Pastoral Manager for Year 7 visits the pupils at their primary school and meets with their teachers to gather important information about the individual pupils. In some cases, the SENCo attends a Person Centred Review; this type of meeting is held for pupils with special or additional needs who need specific



		<p>arrangements immediately on entry to secondary school. In addition to this, extra visits can be arranged with the SENCo if further information needs to be discussed with the parent or carer prior to September, or if a pupil is anxious about the transition process.</p> <p><u>Transition from key stage 3 to key stage 4 (Year 9 – Year 10)</u></p> <ul style="list-style-type: none"> • Pupils in Year 9, with an Education, Health and Care Plan are invited to attend a Person Centred Review (PCR) meeting in place of their usual Annual Review meeting. • Prior to the Person Centred Review, pupils along with their parents and carers will be invited to attend an appointment with the Careers Advisor. • At the Person Centred Review pupils along with their parents/carers will have the opportunity to discuss future pathways for key stage 4. <p><u>Transition from key stage 4 to college</u></p> <ul style="list-style-type: none"> • With regard to pupils who are transferring to college, pastoral staff liaise with the colleges and the SENCo meets with a designated member of staff from the Learning Support teams at the colleges to pass on any necessary information that will benefit the pupils' progress and wellbeing.
13.	Who can I contact if I want to discuss my son/daughters Special Educational Needs and Disabilities and where can I found out more information?	<p>The Acting Special Educational Needs Co-ordinator at Drapers' Academy is Mrs Stallard. She can be contacted using the main school number 01708 371331 or alternatively by email nstallard@drapersacademy.com.</p> <p>A copy of Haverings' Local Offer can be found at: http://havering.mylifeportal.co.uk/content/distributionform.aspx?id=12604</p>



Glossary of terms:

Access Arrangements – Access Arrangements are pre-examination adjustments for pupils based on evidence of need and normal way of working. Examples may include pupils having access to a reader or 25% extra time during an examination.

Pupil Passport – The passport provides information about the pupil, outlines current provision and sets short term targets. The passport is reviewed with the pupil and parent each term.

SENCo – The Special Educational Needs Co-ordinator is the designated member of staff who is responsible for overseeing the day to day operation of the school's SEND policy.