

DENEWOOD LEARNING CENTRE SEND INFORMATION REPORT

<p>How does the setting know if you people needs extra help and what should I do if I think my child may have special educational needs?</p>	<p>Denewood Learning Centre is a specialised provision that is accessed when a student has been permanently excluded from school. All pupils have experienced some level of social, emotional and behavioural difficulties.</p> <p>On Entry we liaise with previous providers to ensure we have as much information as possible. All students are assessed on entry using baseline assessment tools. In addition, students are constantly observed and progress noted. Students are assessed against their own prior learning and progress noted. Official assessments are conducted at least once every half term.</p> <p>A weekly management meeting including senior management and a weekly teacher led Pupil Progress meeting are held to discuss progress and additional needs students may have, any further assessment that is needed and any further specialist agencies that may need to be involved.</p> <p>If a teacher or parent/carer thinks there is a further need which has not been identified they can speak to the SENCo who will gain further information and act accordingly. (Please see SEN pathway document in this section of the website)</p>
<p>How will staff support my child?</p>	<p>All staff are committed to working together for the benefit of the students at Denewood. Denewood will provide a positive caring approach where the achievements and successes of each student are celebrated whenever possible. The school believes that in order to support pupils appropriately it has to have a good relationship with parent/carers. Staff ring home at least once daily to discuss student's progress with parents and other elements of the school day.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Denewood will provide a safe, stimulating learning environment based on quality teaching first. Every student is valued as an individual. We provide a broad balanced curriculum which is used to enable students to progress academically and socially. Our curriculum matches that provided by mainstream schools. Students are taught in small teaching groups with access to a Teaching assistant in all classes. We have a Teaching Assistant whose main focus is undertake short, intensive interventions to remove student's significant barriers to learning.</p> <p>The curriculum is constantly reviewed in line with national regulations and with the current cohorts needs. Analysis of students needs takes place half termly so we can match interventions to student's needs.</p> <p>Our aim is to provide a broad and balanced curriculum which is differentiated and personalised to meet each students needs and accelerate their progress. We aim to provide a curriculum that helps students to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.</p>
<p>What Support will</p>	<p>The class teacher or support staff are usually the child's most consistent</p>

<p>be there for my child's overall well-being?</p>	<p>point of contact. All staff are experienced in dealing with pupils with social, emotional and behavioural difficulties and can respond to most routine concerns or enquiries. We have Key stage 2 and Key Stage 3 Phase Leaders and the SENCo who support students and their families on a day to day basis. The School has developed strong links with support services and agencies and are aware of referral procedures should these be advised.</p> <p>We have developed a strong emphasis on the CAF process if more intensive intervention is needed. We also have strong links with support agencies such as the Educational Psychologist, the IES Learning Team and the IES Autism Team. We also have access to the KOOTH counselling service.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We work closely with services such as Social Care, Medical/Health services, Child and Adolescent Mental Health Service and the local police. We work with agencies such as Priority Families, Targeted Youth support, Targeted Family Support and Multi-Systemic team around any difficulties the wider family may be experiencing.</p> <p>We also work with more specialist services such as Lifeline journey, Imparo, Cruise and Kooth to help meet specific needs of students.</p> <p>We have information on parent partnership for parents to access and often have flyers for Self-help/parenting groups for parents and students to access as well as regional organisations such as East Midlands Autism and support through the City Hospital and QMC.</p>
<p>What training have the staff supporting young people had?</p>	<p>Denewood regards SEND as a whole school issue. As such, staff are continuously seeking to develop their knowledge and are regularly trained in all aspects of SEND via internal or external specialists including the use of twilight sessions. The aim of Staff INSET is to enable all staff to view the full range of learning needs and be able to cope with them confidently. Our SENCo is involved in regular development of his understanding of SEN issues including attending the City Council's SENCo Network training and the City Council's Inclusive Education Services Training (this is open to all staff to attend)</p>
<p>How will the young person be included in activities outside the classroom including school trips?</p>	<p>The students have access to playground every day and have access to an outside P.E curriculum. Trips are regularly used to enhance subject knowledge or used as a reward at the end of a term. This is an invaluable part of the curriculum as they promote both an active lifestyle and they encourage the development of social and emotional skills. Risk assessments are carried out and procedures put in place to enable all students to participate. Adaptations that are reasonable are put in place to enable all students to participate, even when risk assessment suggest students need 1:1 support.</p>
<p>How accessible is the school environment?</p>	<p>The school environment is fully accessible for physical access. In line with the Equality Act, Denewood would be prepared to discuss individual access arrangements to meet the need of presenting disabilities</p>
<p>How will the school</p>	<p>We aim to ensure that all transitions are positive as we want the transition</p>

<p>prepare and support my child when joining the school or transferring to a new school or next stages of education and life</p>	<p>to be successful for the students and their parents/carers. We involve and liaise with all other appropriate agencies at the point of transition to help processes run smoothly and enable positive outcomes. If a student is returning to mainstream school we have a Team of experienced professionals who support transition back into school for at least the first six weeks of any transition. If statutory assessment has been undertaken and EHCP been issued, we have strong links with the City Council's SEN team and with local Special Schools as well as mainstream schools to ensure transitions are successful. We also have strong links with the transition teams within the City Council to provide further support before, during and after transitions.</p>
<p>How are school's resources allocated and matched to the student's special educational needs?</p>	<p>All staff are involved in regular assessments and monitoring of each student's needs. Resources and provisions are matched and deployed to support these individual needs. The provision map for the school is currently being updated. This will be regularly updated and evaluated for impact. However individual student's provision maps are always shared with parents.</p>
<p>How is the decision made about what type and how much support my child will need?</p>	<p>The initial support is based on information provided by previous schools and organisations and on baseline assessments. Staff may identify further needs and the class teacher will undertake appropriate differentiation and personalisation of the curriculum, sometimes with the advice of the SENCo. If progress is still not being made, teachers will complete a SENCo Intervention form detailing the nature of the student's needs, strategies already in place, how these strategies have impacted on students' needs and further actions required. The SENCo will take this information and alongside an observation in the classroom state what actions are required next, whether it be further work in the classroom, small group work or individual intensive interventions. It may be that students will need specialist interventions from outside agencies. If this is the case, parents and carers permission will always be gained first. If this permission is not gained then will be unable to engage this services. From the point the SENCo is involved the students will be issued with a provision map which will be discussed with student and parents/carers and parents will be given a copy.</p>
<p>How are parents involved in the school in discussions and planning for my child's education?</p>	<p>We welcome support from parents. Parent/carers will be encouraged by staff to become involved in the learning processes of their child, forming a positive partnership in which professional and home support is complementary. Staff ring parents at least daily to report on progress and discuss ways forward and strategies with parents/carers. Parents/carers are welcome to visit or speak to staff about any concerns.</p> <p>Through the CAF process and Priority Families agenda we have strong links in ensuring Parents/carers are fully involved when a more holistic and intensive approach is needed to support students.</p> <p>There is also a formal meeting at the start of every term, to discuss progress, targets for the new term and any extra interventions that may need to be put in place.</p>
<p>Who can I contact for Further Information?</p>	<p>The first point of contact is normally the Headteacher, Deputy Headteacher, Assistant Headteacher or the Class Teacher. You may also wish to contact the SENCo if you wish to discuss anything further.</p>

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