



Darwen Vale

Special Education Needs & Disabilities

Information Report

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The aim of this information report is to explain how we implement our SEND policy and show you how SEND support works at Darwen Vale.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.darwenvale.com/policies>

You can also ask any member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this Information Report that you're unsure of, you can look them up in the Glossary at the end of the report.

Context – Inclusion.

Special Educational Needs sits within the wider Inclusion team at Darwen Vale.

Also, within **Inclusion** sits our two Internal Alternative Provisions (Endeavour & Aspire), Medical Provision, External Alternative Provision and SEMH support, including the Retreat and Nurture Provision.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties, including Developmental Language Delay (DLD)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Moderate mental health concerns, including anxiety, attachment disorder and trauma.
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Special educational needs & disabilities co-ordinator, SENDCO

Our SENCO is **Mr Broderick**.

He is newly appointed to the role of SENDco and is currently completing his NASENDco qualification. He has worked as a Teacher of PE at Darwen Vale for 20+ years and has previously been a Pastoral Leader.

He is allocated 10 hours a week to co-ordinate the SEN provision.

SEND Provision Manager

Mrs Addicott is SEND Provision Manager and assists Mr Broderick in all areas of SEND provision.

She has 18+ years' experience of working within the SEND department and is qualified to HLTA level. Mrs Addicott specialises in speak, language and communication support and leads literacy interventions.

Mrs Addicott works in the provision Monday – Thursday, 8am - 5pm.

Director of Inclusion

Mrs Gilham Sharkey is the newly appointed Director of Inclusion and supports the strategic direction of the SEND team, as well as the internal Alternative Provisions (Aspire & Endeavour), medical provision and lead professional for students at external alternative provision.

She was previously a Head of School in an Alternative Provision, has an NPQ in Senior Leadership, specialising in Alternative Education and has recently completed the NASENDCo award to Master's level.

Mrs Sharkey works full time at Darwen Vale and has a teaching allocation of 10 hours.

Learning Support Assistants (LSAs) - SEND

We have a team of 7 Learning Support assistants, who work within the SEND provision. Each has their own area of specialism and is allocated to a Year group.

Mrs Warder. Level 3 Learning Support Assistant & Counsellor; Supervises the provision for students with identified SEMH needs, leads the SEHM Champions Program, hosts Counselling sessions, is the Key Person for Year 7 and conducts assessments for Access Arrangements & new students.

Miss Morini. Level 3 Learning Support Assistant; Supervises the provision for students with Sensory & Physical needs, as well as those with Communication and Interaction needs, co-ordinates the Nurture provision (The Retreat & P and Sensory Circuits provision and is the Key Person for Year 9.

Ms Hodgkinson. (Apprentice) Level 3 Learning Support Assistant; Supervises the provision for students with Communication and Interaction needs, supports the Nurture provision, extends the support given to careers and next steps and is the Key Person for Year 11.

AA Other. Level 3 Learning Support Assistant; Supports intervention for students with Sensory & Physical needs, as well as supporting those with Visual and Hearing Impairments, is the Key Person for Year 10 and extends the support given to LAC and YC.

Mrs Sidat. Level 2 Learning Support Assistant; Supervises the provision for students with Cognition & Learning needs, co-ordinates the EAL provision, supports progress in Maths and is Key Person for Year 8.

Mrs Simpson. Level 2 Learning Support Assistant; Supervises Reading Intervention, including Reading Testing and co-ordinating the library provision, supports new entry transition and is Key Person for Year 6.

Mrs Moss; Level 3 Learning Support Apprentice; Supports intervention for students with Sensory & Physical needs, as well as students with medical needs and assists with the Nurture provision.

AA Appren; Level 3 Learning Support Apprentice; Supports intervention for students with Social, Emotional & Mental Health needs, as well as students with communication needs and assists with the Aspire provision.

Endeavour & Aspire Provision Manager

Mrs Whittaker is Provision Manager for the Endeavour and Aspire, the internal Alternative Provisions, based at Darwen Vale.

She has 18+ years' experience of working within private Alternative Provision and has been the Provision Manager at Darwen Vale for 2 years.

Mrs Whittaker is a Qualified Teacher and has completed a range of training, including Team Teach and Emotional Regulation. She works full time at Darwen Vale and has a teaching allocation of 15 hours.

Internal Provision Pastoral Manager

Miss Cooper is the newly appointed Pastoral Manager for the internal alternative provisions, at Darwen Vale. She has 5+ years' experience of working with students with Social, Emotional and Mental Health difficulties and is a Mental Health first Aider.

Miss Cooper works in the provision Monday – Friday, 8.15am - 4.15pm.

Learning Support Assistants (LSAs) - Aspire

We have 2 further Learning Support Assistants, who work within the Aspire provision.

Mr Kolossov. Level 2 Learning Support Assistant; Supervises the Aspire provision, provides EBSA based intervention and supports tracking of students on reduced timetables

Mrs Simpson. Level 3 Learning Support Apprentice; Supports the Aspire provision and assists with delivery of the EBSA program and other initiatives to improve Persistent Absenteeism.

Learning Support SEMH Mentor

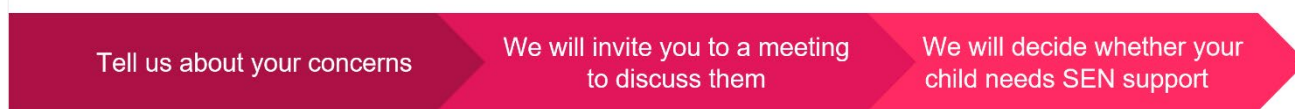
Miss Grey. Level 3 Learning Support Mentor; Provides the link between Endeavour and main school, giving extended support to students referred to the provision, as well as those reintegrating from the provision, supports the SEMH provision & Mentoring program and is a Deputy Designated Safeguarding Lead.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Blackburn with Darwen SEND Support Services
- Voluntary sector organisations
- The Special Educational Needs Statutory Assessment Team

3. What should I do if I think my child has Special Educational Needs?



If you think your child might have Special Educational Needs, the first person you should tell is your child's teacher. They will be able to talk through the strategies they can or have implemented in the classroom to support.

You will be able to plan together the next steps and book a review meeting, to see if the strategies have helped.

They will pass the details on to our SEND Provision Manager who will update the information held about our concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will contact you to discuss the possibility that your child has SEN.

The teacher will pass on the concerns and strategies used to support to the SENDco through our Cause for Concern form.

The SENCO (or an allocated member of the Inclusion team) will observe the pupil in the classroom and during social to see what their strengths and difficulties are. They will have discussions with all your child's teacher/s, to see if there have been any other issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO or Provision Manager will contact you to ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

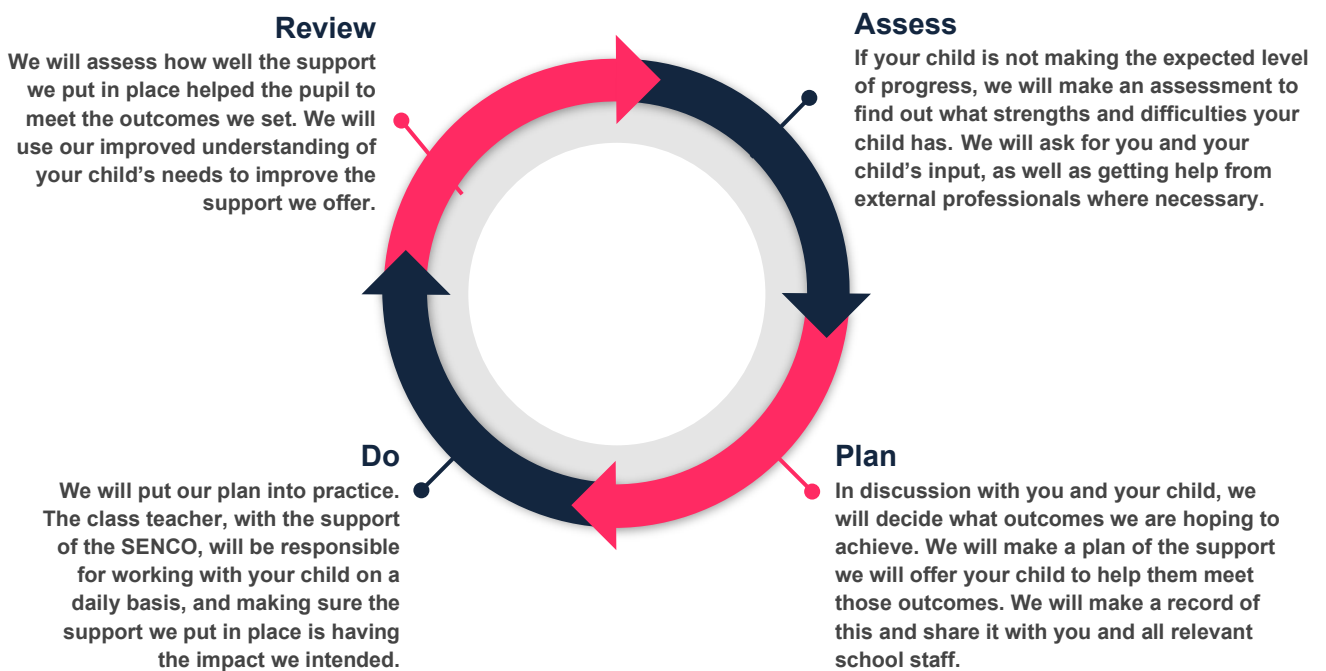
Based on all of this information, the SENCO will decide whether your child needs SEN support. If your child does need additional SEN support, their name will be added to the school's SEN register.

For all children on the SEN register, the Provision Manager will create a **Student Passport** for your child. This is a one page document that will help teachers to understand your child's needs and strategies they can implement to support them. Parents will be asked for their input into the creation of this document and it will be reviewed termly.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Darwen Vale will provide termly reports on your child's progress through their 'School Reports'. You will also be invited to attend Parent's Evenings, throughout the year.

Each of your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO and other members of the Inclusion Team will also be available to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed and update the Student Passport, as appropriate. This update will be shared with all relevant staff through the Provision Map platform and you can request a copy at any time.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video and drawing.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There should be no '1 size fits all' approach at Darwen Vale.

These adaptations may include:

- Adapting the curriculum offer to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Adapting our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.
- Adapting our resources
- Adjusting our staffing ratio
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font.
- Learning Support Assistants may support some pupils 1-1

- Learning Support Assistants may support some pupils in small groups

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Gathering parent voice
- Monitoring by the SENCO, Provision Manager or member of the wider Inclusion Team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Increased adult supervision
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Darwen Vale will cover these costs up to £6,000.

If funding is needed beyond this, we will seek it from our local authority, through an application to Assess for an Educational Health Care Plan (EHCP)

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Darwen Vale will apply the published [admission](#) policy regardless of a child's Special Educational Needs or Disability.

We aim to provide a full education for all pupils regardless of ability or SEND status and therefore a student's SEND status will not prevent a place being offered to a child. Under the School Admissions Code the school is required to admit all children whose statement of special educational needs (SEN) or Education, Health and Care Plan (EHC) names the Academy.

13. How does the school support pupils with disabilities?

- Darwen Vale is also fully accessible to students with physical disabilities.

Through a Graduated Approach, Darwen Vale support all students with disability through a Waves approach.

Wave 1 - Quality First Teach & Reasonable Adjustments in the classroom.

Cognition and Learning; Classroom positioning • Chunk tasks • Accepting less or no homework • Provide time for homework to be done at school • Provide sample/model work • Reduce length of assignments • Provide lists • Provide reader • Provide scribe • Provide prompter • Allow extra time • Allow rest breaks • Allow peers to share notes • Allow use of ear defenders • Allow testing in separate room • Use timers • Give single step instructions • Teach memory techniques • Provide memory aids • Provide white noise • Allow headphones • Personalise work topics.

Physical and Sensory; Provide with fidgeter • Provide with a stress ball • Provide with wobble cushion • Provide with weighted blanket • Allow movement breaks • Allow touch typing • Provide sloping board • Allow dictation • Allow taking photos instead of copying from board • Provide copies of powerpoint • Relax uniform requirements • Allow oral presentation • Provide sensory diet.

Social, Emotional Mental Health; Seek out opportunities for child to show strengths • Provide positions of responsibility • Have calm space • Use individualised reward system • Disregard some behaviours • Adapted behaviour policy • Provide extra support for changes • Alternative to calling out • Extra warnings for transitions • Raise peer awareness of needs • Support organisation & independence skills • Check homework diary • Provide written homework slips • Provide reminders regarding work completion or organisation • Arrange study buddy • Provide email access to subject teachers • Do not penalise for lack of organisational skills and forgetting things • Provide organisational skills training • Provide students with reading material with important points already highlighted • Provide spare set of books equipment • Provide visual timetable • Provide visual checklists.

Language and Communication; Actively teach social skills • Teach active listening skills • Directly teach non-verbal cues • Support speech and language therapy strategies.

Adaptive Pastoral Support; Flexible Scheduling • Adjustments to the Work Environment • Remote Work Opportunities • Adapting materials for a presentation or assembly • Supportive Technology • Support for Mental Health • Regular Check-ins and Open Communication • Clear Definitions and Expectations • Individualised Pastoral Care Plans • Time Off for Religious Observations • Accessibility of Information • Positive Report Cards with Short Term Targets • Timeout Cards • Access to Support Programs • Multi-professional Huddles • Peer Support Programmes • Regular Parent/Guardian Communication • Emotional Literacy Support • Multi-Sensory Learning • Calm Corners • Professional Development • Mindfulness Practices • Sensory Breaks • Use of Visual Timetables • Extra Time for Assignments • Restorative Practice • Utilise the School Counsellor and SEMH Mentors • Crisis Management Plan • Allow processing time • Support Positive reframing

Wave 2 - Recognising additional needs and support available in school.

Nurture space • Sensory room • Reading Recovery • Academic Mentor support • Breakfast club • Homework clubs • 1:1 intervention • Group withdrawal • Alternative Curriculum • Personalised timetable • Recovery time • Toilet Pass • Medical Pass • Laptops • Touch typing • Handwriting skills • VI resources • Overlays and coloured paper • Dyslexia friendly resources • In-class support • Access to counselling • Designated Mentor • Behaviour tracking and intervention • A referral to Endeavour – School Within a School. • Aspire - EBSR Support • Emotional Literacy interventions • Social skills intervention • Physical support and adjustment • Lucid testing • Dyslexia & Dyscalculia screening • Student Passports • Individual Learning Plans (ILP) • Pastoral Support Plans (PSP) • Targeted staff training • Termly reviews • Exam Access Arrangements preparation • Study skills workshop • Parental reviews • Parent networking • SEND newsletter • Transition support • EHCP/IPRA reviews

Wave 3 - Referral to external services and higher needs support.

• Referral to outside agency such as an Educational Psychologist, Occupational Health, East Lancashire Child and Adolescent Services or the SEND Support Service; Specific learning difficulties, Speech, language and communication needs, Complex learning needs, Social, communication needs and Autism, Physical disabilities, Visual impairment, Hearing impairment and/or Social emotional and mental health needs teams. •Referral to Transforming Lives • Placement at Alternative Provision & Student Referral Centers • CAF/TAF and supported Social Care provision • Child in Need & Child Protection multi agency meetings • Social Care referrals.

Students are only placed on the SEN register where they require additional and different provision, i.e. those currently receiving Wave 2 or higher interventions.

The decision to place a student on the Register is solely the responsibility of the SENDco.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of **the Retreat & Nurture Provision** to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through the morning well-being drop-in sessions and breakfast club.
- We run a social time nurture club (The Retreat) for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Offer an opportunity for both current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Offer the opportunity to schedule lessons with the incoming teacher towards the end of the summer term

Between phases (from primary schools)

The SENCO and other members of the Inclusion Team at Darwen Vale will come into Primary school for a meeting with the SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

We may arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We may also set up new pupils with a buddy from the year above to help them get settled in and make friends.

Between phases (from secondary schools)

The SENCO and other members of the Inclusion Team at Darwen Vale will support with transition to other Post 16 provisions. This may include;

- Additional support with applications
- Supporting additional visits to prospective colleges
- Providing all information to the receiving centre in advance of the start date.

Onto adulthood

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Belham (Designated Teacher for Looked After Children) will work with Mr Broderick, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to Mr Broderick, the SENDco, in the first instance. They will then be referred to the [school's complaints policy](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer.

Blackburn with Darwen publishes information about the local offer on their website.

If you don't live within Blackburn with Darwen, please refer to the local offer for your Local Authority.

Contact details for your local special educational needs and disabilities information advice and support services (SENDIASS) can be found here: [local SENDIASS organisations](#)

Other local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages