

# Special Educational Needs Information Report



## Shirebrook Academy our SEN information report

This document contains all our key information about how the academy implements effective and progressive provision for Special Educational Needs.

This information is updated annually and is presented as a series of frequently asked questions (FAQ's) to help you navigate through the information.

At Shirebrook Academy we recognise and truly embrace that every child is different and therefore the educational needs of everyone is different. As an Academy we are aware of the support the Derbyshire Local Offer which can be found:

<http://www.derbyshiresendlocaloffer.org/>

Every local authority has something called a 'local offer'. This details all the services that are available for young people and their families to support their Special Educational Needs and Disabilities.

### What is the SEN information report?

The **Special Educational Needs Code of Practice** gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs.

The Code of Practice 6.79 states that the governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

This SEN information report has been written to give you answers to the following questions you may have about SEND support at Shirebrook Academy.

Through questions, we hope you are able to find answers to the following areas;

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

## **Our ethos and vision when meeting the needs of students:**

At Shirebrook Academy we have a strong ethos that we ensure is adhered to by all members of staff when we work with children and young people who have SEN or disabilities, these include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

## **What are special educational needs (SEN)?**

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

These are just examples.

## **The Special Educational Needs Co-ordinator (SENCo)**

Jeremy Beecham

*As SENCo I am responsible for:*

- *Developing and reviewing the Academy's SEND policy*
- *Co-ordinating all the support for students with Disabilities and Special Educational Needs (SEND). Part of my role includes working with outside agencies, for example, the Educational Psychologist, Autism Outreach, and The Hearing Impairment Teacher for example. They may come into school to help your child's learning and work in partnership with me in school.*
- *Updating the Academy's SEN register (a system for ensuring that all the SEND needs of students in the Academy are known) and making sure that records of your child's progress and needs are kept*

*I will ensure I work closely with you as parents'/carers so that you are:*

1. *Involved in your child's learning*
2. *Kept informed about the support your child is getting*
3. *Involved in reviewing how they are doing*

*In order to do this thoroughly, I will work with subject teachers, Head's of Year and the Teaching Assistants. As a team, we will monitor progress and adapt timetables and provision to meet the needs of students in order to raise progress for every child.*

There are many people you can approach for help from within Shirebrook Academy.

Any subject teacher, form tutor, Head of Year can be contacted (see tables on next page) or you can also contact the named SENCo, Jeremy Beecham

All can be contacted on; **01623 742 722** or e-mail [enquiries@shirebrookacademy.org](mailto:enquiries@shirebrookacademy.org).

## Who can I contact at the Academy if I am worried about my child's progress?

Curriculum Areas	Name	SLT link
English	Mr Andrews	Mrs Ward, Vice Principal
Maths	Mr Smith	Mr Cottingham, Principal
Science	Ms Alcock	Mr Gilbert, Vice Principal
MFL	Mr Edwards	Mrs Booth, Vice Principal
Computing	Ms Mehrotra-Hughes	Mrs Booth, Vice Principal
Arts (Art, Drama and Music)	Mr Case	Ms Wakefield, Assistant Principal
Physical Education	Ms Hawker/ Mrs Grainger (Maternity Cover)	Mr Gilbert, Vice Principal
Design Technology	Mrs Armstrong	Miss Wakefield, Assistant Principal
Humanities (RE, Geography, History)	Mr Woolley	Mr Stafford, Vice Principal

Pastoral Areas	Head of Year	SLT link
Year 7	Mr Moran	Miss Wakefield Assistant Principal
Year 8	Mr Marsh	Mrs Booth, Assistant Principal
Year 9	Miss Rodbourne	Mr Gilbert Vice Principal
Year 10	Mr Tyrrell	Mrs Ward, Vice Principal
Year 11	Mr Foster	Mrs Booth, Assistant Principal
SENco	Mr Beecham, SENco	Ms Ward, Vice Principal
BASE, GROW3 & GROW4 (Alternative Provision and Behavioural Supports Areas)	Mr Hendley	Mr Gilbert, Vice Principal

**Please contact us at the earliest point if you have any questions or concerns. If you wish to make a suggestion, we will always be happy to support your opinions, thoughts and requests. We aim to work with you in order to improve the support for your child and want to develop a true working partnership between the academy, your child and you as parent / carers.**

For further details, please visit our website: [www. http://www.shirebrookacademy.org/](http://www.shirebrookacademy.org/)

***What if I have contacted the staff above but am not clear or perhaps not satisfied with the SEN support, who do I contact?***

The SEND Governor: Sarah Baker or The Principal: Mr Cottingham

**For young people who may be looked after by the local authority and have SEN we also provide support for these young people through the advocacy service in Derbyshire. The key contact is:**

Contact Rosie Key

Tel: 01629 532029 or 07785 315922

email: [rosie.key@derbyshire.gov.uk](mailto:rosie.key@derbyshire.gov.uk)

## **Our Approach to supporting Special Educational Needs and Disabilities at Shirebrook Academy**

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' work and other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.

The Code describes how help for children with special educational needs should be made by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for children with SEN will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

### ***How does the academy involve parents/carers to keep them involved in their child's education?***

At Shirebrook Academy we firmly believe that developing a strong partnership between parents/carers, the student and the academy is the key to success which will help SEN students to achieve their potential. We recognise that parents/carers have a unique overview of their child's needs and how best to support them. We therefore place the young person and their parents/carers at the heart of every decision as they have a key role in the partnership.

Parents/carers are invited to all parents evenings and consultation days and encouraged to attend all events throughout the year. A link to our school calendar can be found on:

<http://www.shirebrookacademy.org/information/school-calendar/>

We also invite parents of Y6 students who have been identified for early transition into school for an informal chat and information gathering sessions in the summer term to ensure we are prepared for each student's arrival in Y7.

### **What do I do if I think my child may have a special educational need or disability?**

If you think your child may have a special educational need that has not been identified, you should talk to your child's form tutor, Head of year or to the SENCO straightaway.

You will be able to talk over your concerns and find out what the school thinks. The SENCO will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- you can help your child.

We will consult parents/carers about all the decisions that affect their child. If you, as a parent/carer have concerns or worries at any time, you should share them with your child's teacher or head of year or any other professional working with your child.

You would be invited in for a meeting so that we can work together to make you fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents/carers will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service or from national or local voluntary organisations.

Where a student is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to you as parents/carers.

## ***SEN Support at Shirebrook Academy***

### ***What kinds of SEN are provided for at Shirebrook Academy?***

We provide for all kinds of Special Educational Needs under the four areas of need identified by the Code of Practice, January 2015. These are:

1. **Communication and interaction**
2. **Cognition and learning**

3. **Social, mental and emotional health difficulties**
4. **Sensory and / physical needs**

In line with Derbyshire Special Educational Needs descriptors, as an academy, all staff working with students who may have a suspected SEN in any of the areas above will differentiate their teaching in line with these guidelines in order to meet their learning needs.

For further details please visit:

[http://www.derbyshire.gov.uk/images/Descriptors%20of%20provision%20SEN%20\(March%202013\)\\_tcm44-222974.pdf](http://www.derbyshire.gov.uk/images/Descriptors%20of%20provision%20SEN%20(March%202013)_tcm44-222974.pdf)

### ***How do we record who has a Disability or Special Educational Need at Shirebrook Academy***

**As an Academy** we record data on the levels and types of need that students have which is available to the local authority. The data is used to inform local strategic planning of SEN support and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

*We collect this in the school census in January every year.*

### ***What is the academy's policy for identifying children and young people with SEN and assessing their needs?***

The policy at Shirebrook Academy for identifying, assessing needs are done in-line with the whole-school monitoring and reporting of progress. We invite parents/carers into school for their child's parents evening and consultation day. Additional meetings can be requested by the academy or at the parents/ carers discretion if it is felt these are needed to help enable students to make progress.

If a student is on the academy's SEN register they may have additional meetings with any of the following members of staff:

- **Head of Year**
- **SENCo**
- **Form Tutor / subject teacher**
- **Academy Support staff**

### **The use of support staff at the Academy – who is who?**

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a

Teaching Assistant. Teaching Assistants provide further support in a variety of ways to all students.

### Key Staff at the Academy

It is important all staff, students and parents/carers know who to access in school for further advice and support.

- The Special Educational Needs Co-ordinator (SENCo) is: Jeremy Beecham.
- The manager of Academy Support is **Helen Dodds**.
- The manager of our Alternative Provision and Behaviour support areas (Grow4, Grow3 and Base) is **Chris Hendley**.
- The SEND Team are:



Jeremy Beecham  
SENCo  
BE'd (Hons)/PG Cert



Helen Dodds  
Academy Support Manager  
HLTA Level 4



Chris Hendley  
Alternative Provison/BASE  
Manager- Senior Officer 2



Jenny Hanrahan (Level 2)



Rachel Brocklehurst  
(HLTA Level 4)



Debbie McBroom (Level 2)



Julie Greatorex (Level 2)



Ashleigh Cameron

Level 2



Dorota Fidler

Level 2



Louise Fidler

Level 2



Malgorzata Jelonkiewicz

Level 2



Tracey Hallam

Level 3 (BASE)

## ***What do I do if I think my child has a SEN need?***

The Academy regularly assesses, plans, implements and reviews all SEN provision and interventions in order to monitor the impact and progress of all students. This is taken from teacher's assessment and experience of students and is our 'core' approach to pupil progress, attainment and behaviour. A student who is not progressing satisfactorily can therefore be easily identified. This may indicate they require additional support to meet their needs.

Based on the Academy's observations and assessment data and following a discussion between the subject teacher, SENCO, Learning Support Managers, parents/carers and the student may be recorded as needing, either:

1. Differentiated curriculum support within the class (**wave 1**)
2. **SEN-support:** those *needing additional support* (**wave 2**)
3. **SEN- support** those needing specialist support (**wave 3**)
4. Those who need additional support which can be met through and Education, Health and Care Plan (**EHC plan**) will be (**wave 4**)

If it is felt a further assessment is needed it should be done in agreement between; the parents / carer, the child, the school SENCO. It should be a general agreement about the level of SEN support that is required to support the student.

SEN support should take the form of a four-part cycle through where earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs. This is called a **graduated approach** and includes:

- **Assessed** (done between subject teachers and the SENCo using teacher assessment data and experience of the student)
- **Planned** (agreed between teacher/ SENCo, parents/carers and young person)
- **Done** (followed through by all involved)
- **Reviewed** (in line with clear outcomes set)

Only a few students will require interventions which are **additional to** and **different from** the differentiated curriculum provided from all students.

We assess each student's current skills and levels of attainment on entry across subjects building information from previous settings and key stages where appropriate. We also consider if a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them.

## How is SEN-support organised at Shirebrook Academy?

### Wave 1

This includes **all** students whose individual learning needs can be met through high quality teaching and learning through **differentiation** (making work / tasks different in order to cater for all individual learning styles).

### Wave 2

Wave 2 support describes any **in-school intervention or support** that a student may need to access for a short period of time. It may include any of the following strategies being used;

- The subject teacher gaining further support from the SENCO and other members of the academy support team
- The student working with a teaching assistant
- The student being withdrawn into another class to work on specific topics and skills
- A short-term placement in any of our academy support areas, namely; language development, nurture group, positive support, BASE.

### Wave 3

At Wave 3 level, the SENCO and subject teacher **may request outside agency or professional support from a specialist team** to gain advice about an individual student. At Shirebrook Academy we work closely with a number of different outside agencies.

They may work directly with the student but also are likely to provide strategies and support for subject teachers. At this stage a **Pen Portrait** would be done on the student and distributed to all subject teachers. The SENCO may also send out more detailed guidance to staff based on specialist reports.

### What is a Pen Portrait?

A Pen Portrait is a detailed picture which is made in **collaboration** with the student, parents/carers and school. It gives a detailed description of the individual student and importantly identifies specific strategies for teachers and support staff to use when teaching the individual student. Pen Portraits are used by subject teachers effectively to help students make progress.

### Wave 4 – Education Health and Care Plans (EHC)

A very small number of students may require additional support over and above wave 1, 2 and 3. In agreement and consultation with the young person, parents/carers and other professionals, if it is felt further support is required, we will ask Derbyshire County Council to consider a student for an **Educational, Health and Care Plan needs assessment**. An EHC

plan is only drawn up by the local authority if once a needs assessment has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the student who has SEN or a disability. It is regularly reviewed with clear outcomes which must be measurable and worked towards.

### ***How will my child be supported at key transition points?***

Key transition points occur through a child's life. In order to make transitions as smooth as possible for all agencies, we plan and share all information in a proactively manner involving all agencies at all stages. Clearly parents/carers play a vital role in this as does the child/young person themselves.

We involve careers advice from as early as Year 8 when reviewing and setting targets for students who have an Education, Health and Care Plan. Students may access support from the Derbyshire Advocacy Service but also may request a key member of staff to attend any review meetings if they feel this would help them to make clearer choices about their future.

From Year 9 onwards, outcomes set through the Education, Health and Care Plan should reflect plans are being made to prepare that young person for adulthood.

All targets and goals are aspirational and could include a focus on higher education, employment, independent living and participation in society.

***If your child leaves the Academy, I will contact the named SENCo at the new school to ensure they are aware of any special arrangements or support that need to be made for your child.***

***If your child is in Year 11, we have access to the careers service and will gather support from the Multi-Agency Team also.***

### ***How does Shirebrook Academy approach the teaching of students with additional needs and or special educational needs?***

At Shirebrook Academy all students are seen as individual learners. In order to ensure we meet the needs of everyone, we have a clear inclusive mantra which applies to all classrooms and all students.

*“All teachers are teachers of students with SEN.”*

In addition to this, all staff undergo Professional Learning (PL) throughout the year. As part of whole-staff PL, specialist development and training is given to develop and embed Special

Educational Needs Teaching and Learning techniques. We cover a wide array of topics which cover the needs of our students so that all staff can meet the needs of all students.

### ***How will work be adapted for students with an SEN?***

All teachers can and will differentiate learning to meet students individual needs.

Differentiation is the way a teacher / curriculum is made 'different' so that students can complete the work set or instruction given. Differentiation can be done in a variety of ways as it may help to;

- close the attainment gap between the student and their peers;
- prevent the attainment gap from growing wider;
- match or improve the student's previous rate of progress;
- ensures full access to the curriculum;
- demonstrate an improvement in self-help or social or personal skills;
- demonstrate an improvement in the student's behaviour.

Differentiation may include any of the following techniques;

- Through differentiation of activities throughout the lesson. The differentiation may involve modifying learning objectives, teaching styles, and access strategies. Personalising student's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the subject teacher.
- **Monitoring** of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning.
- The student's progress will be **reviewed** at the same intervals for the rest of the class and a decision made about whether the student is making satisfactory progress at this level of intervention.
- Paired planning with teachers and TA's
- Advice from SENCo and SEN team (BE, HD, HE, LW, TAs etc...)
- SEN staff training offered to all staff (teaching and support) at least three times a year and also engage in professional development for one lesson a week through the school year
- Intervention groups
- Department meetings held regularly by all subjects areas
- Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, provision at the **SEN-support (wave 2)** level may need

### **What about other difficulties my child may face?**

We recognise that some students have extra emotional and social needs that need to be developed and nurtured over time. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

We also recognise and are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to students having SEN but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Students are able to access Academy Support for short-periods of time as required or will be provided with additional support from peers or staff as required. Where there is long-lasting difficulties we would consider whether the child may have SEN.

Overall as an Academy we pride ourselves on the high quality pastoral support we provide through the form tutor, Head of Year and SLT link manager. We also work very closely with a range of local agencies and engage students and families into accessing additional support when needed.

### ***How will the social and emotional resilience be developed in my child whilst attending Shirebrook Academy?***

We recognise that students may need their social and emotional confidence building throughout their education. For students with addition needs or those with an Education, Health and Care Plan this can need further support. We provide a large range of different learning experiences which help to do this and through differentiated teaching and learning styles, all teachers and subjects areas are able to help build this in all learners.

We also have additional areas of support to help students develop social and emotional well-being. These may include any of the following interventions:

- Time in the Base doing 1:1 support with Mr Hendley for anger management, dealing with conflict etc...
- Time in Grow3 or Grow4 developing skills and confidence through horticulture
- Time in academy support with Ms Dodds to develop self-confidence and self-esteem following a period of difficult.
- Access to our Forest School Provision
- An appointment / referral to our in-school counsellor
- An appointment / referral to the school nurse
- An appointment / referral to the school doctor
- An appointment / referral to a specialist team (for example a sexual health worker or Educational Psychologist)
- 1:1 support with a key member of staff
- 1:1 support from another students (peer mentoring which can include; anti-bullying ambassador, e-safety ambassador or our mental health champions)

### ***What happens if my child is bullied at Shirebrook Academy?***

If your child is being bullied or you suspect they are being bullied, you need to contact the academy and speak to your child's:

- Form tutor
- Head of Year
- SENCo
- Any Senior Member of staff

Alternatively your child can report it when in school to any member of staff they feel comfortable to talk to.

We also have an anti-bullying post-box which is positioned on the student services reception where all students can post their concerns. This is emptied daily and dealt with immediately.

You can also report any concerns you have online by using the following link:

<http://www.shirebrookacademy.org/information/contact-us/say-no-to-bullying/v>

We recognise that bullying can occur and that students who may have a Special Educational Need may be more vulnerable of being bullied. We cover ways to deal with this through staff training and raising students' awareness of such issues through national campaigns such as:

- Anti-bullying month
- Anti-bullying week
- Following and completion of the Diana Awards anti-bullying ambassador training our ambassadors support students across the school.
- E-safety awareness week

### ***Who and how does Shirebrook Academy work with other partner agencies when supporting students with additional or special educational needs?***

There are a wide variety of agencies we may work with to support student's needs. At all stages we will consult with parents/carers and the young person before contacting any external agencies who may offer support.

External support we use may include:

Dr Abigail Barragray	Educational Psychologist
Catherine Sawkins	Local SEND Officer
Mick Binns	Behaviour Support Teacher
Denise Glover	Physiotherapist
Dr Loveland	School Doctor
Anne Hannay	Teacher for Physically Impaired students
Ann Gould	Teacher for Hearing Impaired students
Mrs Marie Gallagher	Teacher for Visually Impaired students

David Holland	Careers Service
Sophie Tipple	Primary Mental Health worker (CAMHs)
Andrea French	School Counsellor
Julie Banner	School Nurse
Steph Smith	Virtual School (Looked After Children)
Shirebrook MAT team & Social Care	Multi-agency professionals and social care workers
Derbyshire Constabulary	Shirebrook Safer Neighbourhoods team
Andrea French	Mansfield Mediation (Counselling)
Amy Nicholson	Speech and Language Service

We also work closely with other agencies such as;

- Social Care
- Autism Outreach (Sally Balderstone)
- Multi Agency Team
- Educational Welfare Service
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Physical Impairment Service
- Community Police Support Officers
- Police
- Mansfield Mediation Service
- CAMHS (Child and Adolescents Mental Health Service)

## **What if my child doesn't speak English as their first language?**

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

We have 2 polish speaking TA's who work at the Academy Dorota Fidler and Malgorzata Jelonkiewicz. Dorota Fidler is our designated EAL specialist and she is available for parents /carers to speak to by contacting or visiting the Academy.

## **How will my child be included in activities outside of the classroom?**

After-school we have a wide variety of extra-curricular clubs. All subjects offer after-school sessions for students whether it is to catch-up on missed work, improve work or to learn new skills and confidence.

We run a range of after school sessions for our KS4 students on a weekly basis which are voluntary (BYG) as well as compulsory sessions on the run up to mock and formal exams.

We also run a 'Why Do it at Home Club' which is simply a club to give all students access to ICT and TA support for their homework from staff. This is especially successful at engaging a range of students who may have Special Educational Needs and or Disabilities and runs from 3:15pm – 4:15pm on a Thursday and Tuesday morning before school.

## ***How does the academy ensure there is equality and accessibility for all?***

All students, regardless of whether they have additional needs of an Education, Health and Care Plan will have equal access to all facilities, trips and experiences. We are truly committed to equal opportunities for all.

***Shirebrook Academy is fully compliant with DDA requirements.*** Shirebrook Academy is a single site Academy serving Key Stage 3, Key Stage 4 students and post-16 learners in partnership with Chesterfield College.

The Academy is thoroughly accessible for wheelchair users with lifts between floors.

The Academy Support area is situated on the Ground Floor of the building and consists of three classrooms namely;

- 1) Academy Support – includes a classroom space for literacy and language development and 1:1 support
- 2) Academy Nurture – which has a multisensory room and soft furnishings area.
- 3) The Base - this includes a classroom space where students work individually or in small groups to develop their social, mental and emotional skills.

Additional support is provided at our Pinecone Centre for students accessing the Grow3 and Grow4 programmes or the Forest School provision.

The SENCO, and the teaching assistants meet regularly to discuss students' progress, needs and individual plans.

## **Accessibility**

Academy Support can be accessed by wheelchair users via the main entrance.

Classrooms and break-out areas are carpeted to improve the acoustic conditions so that the effects of hearing difficulties are minimised.

Hand rails have been installed inside and outside the building for physically impaired students to improve safety and mobility around the site.

There is a lift near to academy support areas allowing students to move between all three floors.

Some classrooms have adjustable tables and equipment within them to allow students in wheelchairs to access the equipment.

Students requiring equipment due to an impairment will be assessed in order to gain the support that they require. As an academy we work closely with the physical impairment service or specialist teachers.

Please see [www.shirebrookacademy.org](http://www.shirebrookacademy.org) for a link to the Disability and Equality Scheme.

### ***How do we evaluate and improve our SEN provision at Shirebrook Academy?***

We are constantly looking for ways of improving our SEN provision. We do this in a number of ways by asking:

- Students about their experiences and using this to shape and develop change
- Parents for their opinions through questionnaire, focus group meetings, verbal and written feedback.

A copy of the parent questionnaire can be collected from academy reception.

Alternatively you can e-mail the academy at: [enquiries@shirebrookacademy.org](mailto:enquiries@shirebrookacademy.org)

## **Useful Links**

### **Shirebrook Academy is compliant with the DCC local offer.**

For further information please click here to see the Derbyshire County Council Local offer.

<http://www.derbyshiresendlocaloffer.org/>

Shirebrook Academy:

*'a community of inspiration, excellence and opportunities for all to grow'*