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David Lewis School

Special Educational Needs and Disability Information Report 2024-2025

At David Lewis School, all students are valued equally, regardless of where their abilities lie, with the school being committed to developing 'beyond outstanding' provision for everyone.

David Lewis is an inclusive school that provides all students with a broad, balanced and relevant curriculum. Within its aims, David Lewis School is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

* Be treated as individuals where their individual needs, interests and aptitudes are recognised.
* Be provided with opportunities for continued growth and development so that they can increase their self‐esteem, independence and become confident children and young people.
* Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress.
* Be encouraged to achieve their full potential, whatever their abilities.
* Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
* Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
* Be encouraged to see education as a life‐long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding progress both academically and personally and grow to be equipped for their future lives.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE

l: This can be found at: [http://www.legislation.gov.uk/uksi/20l4/l530/schedule/l/made](http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made)

Key SEN- refers to the Special Educational Needs SEND- refers to a student with Special Educational needs and/or Disability

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| Regulation | Question from/to parents/carers? | School response |
| l. The kinds of Special Educational Needs and Disability that are provided for. | *What kinds of SEND do students have in your school?* | Young people & children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).  Students at David Lewis have a range of difficulties including students with:   * PMLD * Autism including complex behavioural Needs * Communication and Interaction * Cognition and Learning * Social, Emotional and Mental Health * Sensory or Physical difficulties.   Some students have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. |
|  |  | When your child first joins David Lewis, we use information from a range of sources to help identify the how we can support their SEND needs. This includes admissions and assessment information gained from parents/carers; school teachers; stage levels and base line testing; literacy and numeracy tests; and information provided on our application form. |
|  |  | Our teachers, tutors, and leadership team, closely monitor the progress and attainment of all students. |
| 2. Information, in relation the school's policies for  the identification and assessment of students with SEND | *How do we know if a student needs extra help?* | The continuous monitoring of students during their time at David Lewis will further identify support required for student’s special educational needs. This identification may come from subject teachers, tutors, SEN team, outside agencies, parents/carers or the students themselves. Your child will be assessed by therapists and teachers to ensure we provide the correct support and education programme that will enable them to achieve and progress. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made led by one of the student support coordinators, the DSL if appropriate or the senior leadership team. |
|  |  | We follow a staged and graduated approach to identifying and assessing needs. The triggers for intervention could be the teacher's, teaching assistants, or others concerned, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress. |
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|  |  | All students with SEND are on the SEN register which are accessible to all staff. Staff use information by the SEN department to inform appropriate lesson planning which includes differentiation so that all students can access the curriculum. Targeted interventions are planned, delivered and evaluated where appropriate. |
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| 3a. How the school evaluates the effectiveness of its provision for SEND students | *How will I know that my child is making progress?*  *How do you evaluate provision?* | All students are assessed on a regular basis, in accordance with the school's assessment procedures. Teachers formally assess and review progress and attainment holistically. Termly Education Boards allow managers to monitor all aspect of student’s school placement to ensure they are on track to achieve. Additionally, parents evenings are held twice a year when there is an opportunity to discuss progress, attainment and next steps. We also give parents access to our EFL progress recording system so they can see this first hand. All students have an Education, Health & Care Plan which is reviewed annually.  Additionally, progress and attainment data for students is analysed for impact and to inform future planning. |
| 3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs and disabilities | *How do you check and review the progress of my child and how will I be involved?* | The school will send home 6 reports each year which will show your child's level of achievement. The annual review will consolidate the progress and achievement during the academic year.  We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through reports, email; telephone calls; appointments made with individual teachers and Annual EHCP Reviews,  The school provides information for parents through newsletters; information on the website; twitter Open/Information days; and letters home. |
|  |  | Our teachers have high expectations of all students. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities to ensure students can access learning fully. |
|  |  | A student may be identified as needing additional help or intervention, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you. |
| 3c. The school's approach to teaching students with special educational needs and disabilities | *How do teachers help students with SEND?* |  |
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| 3d. How the school adapts the curriculum and learning environment for students with special educational  needs | *How will the curriculum be matched to my child's needs?*  *How accessible is the school environment?* | All of our students follow a personalised curriculum to match their individual needs, interests and abilities. This will always include; literacy/communication & numeracy along with identified lessons to meet their individual need. Individualised accredited learning will also be considered as appropriate.  Our school is a safe and accessible building and it is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help students throughout our school including; Disabled toilets; wide corridors and any specialist equipment identified to support each student. |
| 3e.Addmonalsupport for learning that is available to students with special educational  needs | *Is there additional support available to help students with SEND with their learning?*  *How are the school's resources allocated and matched to children's special educational needs?*  *How is the decision made about how much/what support my child*  *will receive?* | Resources are allocated based on evidence of need and effectiveness. Students may have resources allocated outlined in their EHCP. Teaching Assistants are allocated as per assessed need. Many of our students are supported 1:1. Any additional support is provided where required i.e. 2:1 for personal care or community support.  Students have personal, therapy and communication targets and strategies set by specialists including SaLT, OT, behaviour support and or physio. Annual Reviews involving the student, parents/carers, subject staff, form tutor and other professionals evaluate those targets and strategies. |
| 3f. How the school enables students with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have special educational needs  and disabilities | *What social, before and after school, and other activities are available for students with SEND?*  *How can my child and I find out about these activities?*  *How will my child be included in activities outside the classroom, including school trips?* | A range of hobby/interest lunch time clubs are available at David Lewis. They are open to all students.  Day and residential trips are inclusive and open to all students. |

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| 3g. Support that is available for improving the emotional, mental and social development of students with special  educational needs and disabilities | *What support will there be for my child's overall well‐being?* | At David Lewis we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a Student Support Coordinator who will usually remain with them from day 1 as they progress through the school. This provides continuity and builds a strong relationship between tutor and students.  There are additional members of staff who are able to provide pastoral support, these include: The SLT and other school mangers, the teachers, teaching assistants. We also have excellent relationships with social workers and SEND officers involved in our students lives. |
| 4. In relation to mainstream schools, the name and contact details of the SEND coordinator | *Who should I contact if I want to find out more about how*  *David Lewis supports students with SEND?*  *What should I do if I think my child*  *may have a special educational need or disability?* | Angie Fisher  Director of Education  01565 640186 [angie.fisher@davidlewis.org.uk](mailto:angie.fisher@davidlewis.org.uk) |
| 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will  be secured | *What training have the staff supporting children and young people with SEND had or are having?* | We have a Learning Support department which is made up teaching assistants. Within this team we have staff who have a range of experience and training covering various SEN needs. Including supporting students with ASD; Epilepsy, communication and interaction difficulties many of our students have challenging behaviour linked to their learning difficulties.  Training is provided to all staff, including teachers and Teaching Assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.  We can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. |
| 6. Information about how equipment and facilities to support children and young people with special educational needs  and disabilities will be secured | *What happens if my child needs specialist equipment or other facilities?* | At assessment any specialist equipment required is identified. Further assessment by therapy teams may also identify further equipment required. We can access a range of services including Visual and Hearing Impaired Team and Disability Team from the local authority if required. |

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| 7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child | *How will I be involved in discussions about and planning for my child's education?*  *How will you help* me *to support my child's learning?* | We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:   * Helping them to be organised for their day (including bringing the right equipment and books) * Full attendance and good punctuality * Completion of homework * Attending any meetings specifically arranged for your child |
| 8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education | *How will my child be involved in his/her own learning and decisions made about his/her education?* | Students are encouraged where appropriate to:   * take part in Student Voice activities * regularly evaluate their work in lessons * attend review meetings * contribute to target setting * review and reflect on their learning and achievements. |
| 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs and disabilities concerning the provision made at the  school | *Who can I contact for further information?*  *Who can I contact if I have a complaint?* | Please see the School's Complaints Policy.  In the first instance contact the college management team. A more senior member of staff will be involved if needed. |

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| 10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and disabilities and in supporting the  families of such students | *What specialist services and expertise are available at or accessed by the school?* | We can access a range of onsite therapy services including; Psychology and behaviour support services, occupational therapy, physio therapy speech and language therapy..  These services are interwoven into each student placement as required to meet each individual student’s needs. |
| 11. The contact details of support services for the parents of students with special educational needs and disabilities, including those for arrangements made  in accordance with section 32 | *Who should I contact to find out about support for parents and families of children with SEND?* | SEND Information, Advice and Support Service: [http://www.cheshireeast.gov.uk](http://www.dudley.gov.uk/dudleysendiass/) |
| 12. The school's arrangements for supporting students with special educational needs and disabilities in a transfer between phases of education or in preparation for  adulthood and independent living | *How will the school prepare and support my child when joining your school or transferring to a new school or post‐16 provision?* | We liaise closely with primary schools and provide additional transition support both before students start and afterwards, if it is needed.  All children receive independent advice on careers and are encouraged to visit colleges as well as David Lewis College to explore post‐16 courses. |
| 13. Information on where the local authority's local offer is published | *Where can I find out about other services that might be available for our family and my child?* | Cheshire East Local Offer:  <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx> |

**Key Staff**

Director of Education: Mrs Angie Fisher

Head of School: Mrs Kate Tierney

School Governor: MS V Halliwell

To be monitored and include changes to all areas above. Annual review.