



NCEA Duke's Secondary School
Special Educational Needs and Disability Information Report 2019-20
 www.dukes.ncea.org.uk

<p>School Name</p>	<p>NCEA Duke's Secondary School, a Church of England school and part of Northumberland Church of England Academy Trust, serves the communities of Ashington, Newbiggin-by-the-Sea and Lynemouth. Within the Trust we provide for pupils with many varied special educational needs in all of our schools and across all of our campuses. We provide support for children with speech and language needs, communication needs, physical needs, behaviour, social and emotional, mental health needs and learning needs. Our secondary school is:</p> <p><u>NCEA Duke's Secondary School</u> Academy Road Ashington NE63 9FZ</p> <p>Please find all relevant contact details at the end of this document.</p>
<p>How accessible is the school?</p> <p>Accessibility</p>	<p>Duke's Secondary School is fully accessible and we comply with the requirements of the Equality Act 2010 and the special needs and disability regulations 2014</p> <ul style="list-style-type: none"> ● Disabled access to the campus and outside areas. ● All entrances and exits meet requirements for wheelchair users. ● Disabled parking spaces in all campus car parks. ● Accessible toilets and facilities on all levels. ● Lifts to allow access to all floors
<p>What is the purpose of The SEND Information Report ?</p>	<p>Our SEND Information Report has two key purposes:</p> <ul style="list-style-type: none"> ● To provide clear, comprehensive and accessible information about the provision available for all children in our school. ● To demonstrate how the school meets the needs of pupils with SEND to parents/carers and all stakeholders and how it will review and adapt to meet all future provision requirements.
<p>Policies</p>	<p>The following policies are available on either the NCEA Trust or the Duke's School website as appropriate:</p> <ul style="list-style-type: none"> ● SEND



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	<ul style="list-style-type: none"> ● Safeguarding ● Behaviour ● Equality and Diversity ● Medical Policy - If your child has medical needs please refer to this policy. ● Accessibility Plan ● Admission Policy
<p>What SEND needs are provided for at Duke's Secondary School?</p>	<p>A student has a Special Educational Need or Disability if he or she: Has a learning difficulty or disability which calls for special educational provision to be made for him or her, has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</p> <p>In addition, Special Educational Needs and Disabilities are identified within the context of the usual differentiated curriculum within the school.</p> <p>Students are identified as having special educational needs if they are not making progress within a curriculum that: sets suitable learning challenges; responds to students' diverse learning needs; aims to help students overcome potential barriers to learning.</p> <p>In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:</p> <ul style="list-style-type: none"> ● Communication and interaction Students with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with ASD, which includes Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.



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- **Cognition and learning**
Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. This also includes specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of learning differences such as dyslexia, dyscalculia and developmental coordination disorder /dyspraxia.
- **Social, emotional and mental health**
Students may experience a wide range of social and emotional difficulties which can manifest in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other needs that fall under the broad area of SEMH may include attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs**
Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some students with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers.
- **Difficulties which may not be related to SEND**
Some students in the Academy may be underachieving, which may be caused by a poor early experience of learning, but they will not necessarily have a special educational need. It is the Academy's responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'. Difficulties related solely to English as an additional language are not SEND. Duke's Secondary School assesses all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to a poor understanding of English or if it arises from a special educational need or a disability.



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	<p>The following concerns may impact on a student's progress and attainment but are not in themselves indicators of SEND:</p> <ul style="list-style-type: none"> ● Attendance and Punctuality ● Health and Welfare ● Being in receipt of Pupil Premium grant ● Being a Looked After Child ● Being a child of serviceman/woman
<p>How does a child get a place at Duke's Secondary School?</p>	<p>Parents and carers interested in a place for their child must make an application via Northumberland County Council. The Admissions Policy is available on the website.</p> <p>An allocation of a place at the school will be followed by contact from Duke's staff. A visit to the school maybe arranged and a 'Welcome Pack' will be sent to parents/carers. A visit provides an excellent opportunity to meet the pupils, staff and the Principal.</p>
<p>What type of placement is available at Duke's Secondary School?</p>	<p>Duke's Secondary School is a mainstream school. The majority of our students attend full time, personalised provision may be arranged under exceptional circumstances.</p>
<p>What proportion of children currently at the school have SEND ?</p>	<p>Currently 24% of our pupils are part of our SEND additional educational needs (AEN) register.</p> <p>If a student makes sufficient progress in their area of need so that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents and the student, they will be removed from the School's AEN register to be placed onto the learning awareness list, this facilitates close monitoring of progress to ensure improvements continue or to access a quick route to intervention if needed.</p>
<p>How much support will my child receive?</p>	<p>All school staff hold professional qualifications and have access to a rigorous continuous professional development programme throughout the academic year.</p> <p>All our pupils have access to the National Curriculum.</p> <p>If a child is assessed to have special needs or a disability which is deemed to be additional to or different from the majority of the children within our school, the school will ensure that additional support is available to them. All students within the AEN</p>



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	<p>register will have a rotation of appropriate intervention throughout the academic year, this will normally take place during tutorial sessions to minimise disruption to the key learning that takes place within the classroom environment.</p> <p>All students on the AEN register will work with one of our highly skilled learning support assistants to complete a learning passport, this is used by all staff to ensure teaching is appropriate to the needs of the individual students. Students are also asked to identify a key worker within the school, this is someone that they can approach at any time with any concerns they may have or just for a general catch up. Group educational plans are available for all students with additional needs. Parents and carers will be invited to a termly review to meet with the SENDCo to discuss the progress of their child: one review will be formal and a report from staff will be available the other two will be in the format of drop in sessions. The SENDCo is also available at all parent consultation evenings.</p> <p>Students who have an educational health care plan will receive support in the areas of need as outlined within their individual plans a representative from NCC will be invited to their formal review meetings.</p> <p>In Duke's there is a team of highly trained learning support assistants who work closely with staff to support learning and progress. Within the team we have specialists in the following areas, Autistic spectrum condition, literacy, numeracy, emotional literacy, social, emotional and mental health, behaviour, hearing and visual impairments.</p> <p>We have staff who are fully qualified to enable psychometric testing to be completed if necessary.</p> <p>All students on the AEN register to be screened in year 9 to look at their eligibility for exam access arrangements.</p> <p>At lunch time students with AENs have the option to attend nurture or intervention lunch time clubs and are also invited to homework club, this is an excellent way to ensure all homework is completed to a high level by accessing Learning Support Assistants.</p>
<p>What resources are available at the school?</p>	<p>Duke's Secondary School is a light and modern building. It contains a well-stocked library, ICT rooms, dining and assembly hall and a large multi-use sports hall. All classrooms have access to ICT facilities to support pupils' learning. Specialist facilities are in place such as fully accessible science laboratories, cookery and design rooms, fully equipped music and drama areas. Access to specialised lessons e.g. a hairdressing salon is available for students wanting to pursue this route following them selecting their options.</p> <p>Within our dedicated learning support area we have additional rooms available for pupils who require smaller group work, additional support or intervention or when a quiet space that is distraction-free is required.</p> <p>Large accessible outdoor play areas include an area of astroturf and fields.</p> <p>The school also has quiet, private rooms to meet with parents and other visitors to the school and a chapel for reflection and prayers.</p>



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How do children travel to the school?	School buses are available, however, some students walk; cycle; travel by local transport; arrive by private car or arrive by taxi.
What specialist services are available at the school?	<p>Specialist staff on site:</p> <ul style="list-style-type: none">● A mental Health champion● Specialist assessors● A team of dedicated learning support assistants● ELSA trained staff● A social emotional and mental health learning support assistant● An ASD specialist learning support assistant● Braille trained learning support assistant● English support learning mentor to lead English teaching and intervention groups● Mathematics support learning mentor to lead Maths teaching and intervention groups● Learning support assistants who are specialists in visual and hearing impairments● THRIVE trained practitioners● Specialist subject teachers● A full pastoral team● A behaviour for learning support team.● On site careers and employability advice <p>We also have access to a wide range of services to support our pupil's health and education, these include:</p> <ul style="list-style-type: none">● NHS Speech and Language Therapists● Physiotherapists● Occupational Therapists● NHS Academy Nurses● Specialist Teachers for the Hearing Impaired and the Visually Impaired● Communication Support Service● Educational Psychologists● Child and Young Persons Health Services (CYPS)● Student welfare officers



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	<ul style="list-style-type: none"> ● Social care services ● The virtual school who support students who are or have been looked after ● EOTAS, education other than at school <p>A range of other experts work across our school and these include:</p> <ul style="list-style-type: none"> ● Subject specialist teachers who are supported where appropriate by non teaching staff e.g. laboratory technicians ● Musicians- Singing, class, small group and 1-1 instrument tuition. ● Sport Coaches- Cricket, Dance, Tennis, Gymnastics, Athletics, Rugby, Multi-Sport.
<p>What specialist equipment is available to support SEND?</p>	<p>Learning support assistants have a fully resourced pack to support learning and progress</p> <p>Accessible toilet</p> <p>Evacuation chair</p> <p>Quiet areas in class</p> <p>Rooms for intervention sessions</p> <p>Braille equipment and access to large print reading material</p> <p>Rooms for time out from class when required</p> <p>Limited access to the library area.</p> <p>Access to the nurture room at breaks and lunch time.</p> <p>Access to the intervention room before and after school and breaks and lunchtimes</p> <p>Access to the learning support unit homework club.</p> <p>Access to games and computer club</p> <p>Access to the library, before school and at break and lunchtime.</p> <p>Breakout spaces with access to ICT</p> <p>The use of chromebooks in lessons if appropriate.</p>
<p>What will my child learn at the school?</p>	<p>Our curriculum is based upon the subjects within the National Curriculum, ensuring that pupils are fully equipped for the next stage of their development.</p> <p>The school's DNA teaching and learning policy is specifically designed to support all students, regardless of their individual age and stage. It focuses on the development of key skills including resilience, group work, independence, differentiation and stretch and challenge.</p> <p>In Key Stage 3 we offer a good range of subjects to ensure that pupils are able to experience a varied, engaging and rewarding curriculum. Pupils choose their GCSE option subjects at the end of Year 9 which they will go on to study in Years 10 & 11. We</p>



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	<p>meet with every pupil to ensure that they are provided with the right guidance and support in making these important decisions, and we encourage parents and carers to attend these meeting to make sure the pupils are making the right choices to support their aspirations once they leave Secondary. Through this rigorous option process we ensure every pupil is offered a broad and balanced curriculum that is appropriate to his or her age and stage of development, and therefore the majority of our SEND pupils make good progress in their development of skills including those in reading, writing and mathematics. Throughout our curriculum there is a strong emphasis on the development of pupils' emotional, spiritual and social skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young people. In addition to our whole class teaching we use a rich variety of tried and tested interventions and programmes to support our pupils learning and these include:</p> <ul style="list-style-type: none">● Read write inc.● Numeracy ninjas● Sumdog● My maths● Nurture groups● Read and write technology● THRIVE practitioners● Assessment for exam concessions (if appropriate)● Assessment for specific learning difficulties (if appropriate)● Timetabled reading lesson (key stage 3)● Tutor Reading Group● Careers and employability advice● 6th form provision● Combined cadet force <p>All interventions are accessed either through group or individual sessions according to the needs of the students.</p>
How do you promote inclusion within the Academy? Including for day and residential trips	Students with SEND are fully included in all activities in the school. As well as enrichment days, there are day trips and residential visits including an annual trip to London, Within the 6th form charity fundraising takes place to enable our older students to do voluntary work and support international community links. Recently some Sixth Form students have spent three weeks in Kenya and Key Stage 4 have been on a visit to New York. If needed, additional support is provided to ensure



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pupils

Students progress is reported to parents following data collections in the form of reports that are sent home throughout the year. In addition to this a students progress can be discussed with parents/carers at our 'Parent Consultation Evenings' which take place at strategic points throughout the year. This is a great opportunity to discuss pupil progress directly with the staff who teach them, by receiving a more detailed view on how the pupils are progressing in each subject. Parents are always welcome to speak to members of staff at any point throughout the Academic year through our appointment system. This can be either face to face or, if it is more convenient for parents, via the telephone.

The views and opinions of our students are very important to us and help us shape our provision. SEND pupils complete pupil voice surveys on a regular basis. All pupils on the SEND register spend time with our learning support staff to complete a bespoke learning passport.



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<p>How will my child's health and well-being be supported?</p>	<p>Pupil's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us.</p> <p>Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of spiritual, moral, social and cultural experiences.</p> <p>Staff treat pupils with respect and have high expectations of them. Much emphasis is placed upon developing pupils confidence and self-esteem and ensuring that all of our pupils feel valued. Relationships between pupils are excellent. All children are taught what they should do if they experience any form of bullying. The school has an anti bullying policy and the pastoral team respond rapidly to any concerns related to bullying. Pupils are encouraged to report any concerns they may have promptly to their key worker or mentors. Pupils have access to the worry wall which enables them to report any concerns they may have without having to make direct contact with a member of staff.</p> <p>There is a positive learning environment at the school and staff provide excellent role models. Our behaviour plan follows a staged consequence system which encourages pupils to take responsibility for their actions from the minute they start school with us.</p> <p>Sally Milner is our chaplain who works across all NCEA Trust schools and is available for all children and parents/carers.</p>
<p>What training do staff at the school have?</p>	<p>All school staff hold professional qualifications and have access to a rigorous continuous professional development programme throughout the academic year, this includes comprehensive and on-going training in meeting the needs of our pupils.</p> <p>Whole staff training includes: Safeguarding and SEND.</p> <p>The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.</p> <p>All teachers and learning support assistants undergo yearly appraisal procedures which identify any training needs.</p>
<p>How does the school support families?</p>	<p>The school establishes a positive relationship with parents/carers during transition into Year 7 and this is continued throughout the secondary school. Prior to a child starting at Duke's, transition work will be completed. Members of the pastoral and learning support team work closely with primary colleagues to ensure a smooth transition from primary to secondary. The SENDCo works collaboratively with key staff from primary schools to ensure there is a bespoke transition package where appropriate. Parents/carers have the opportunity to meet secondary staff during transition evenings and</p>



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	<p>events. Parents/carers of pupils with additional needs are invited in to meet with the SENDCo as part of the transition process. The pupils attend transition days so they can get to know their new teachers and make new friends. Additional visits can be arranged by contacting the school.</p> <p>When required Early Health Assessments (EHA) are authored. Multi-agency meetings are subsequently held at regular intervals. These can be a valuable source of support for parents/carers.</p> <p>The Academy provides learner welfare support. The Learner Welfare team can support your child in school and help to support any additional issues you may be experiencing at home. The school can signpost parents to parenting programmes such as "Triple P", "Incredible Years" and other local parent support groups and organisations. They have a wealth of knowledge and ideas for support and are very keen to help the children, parents/carers and their families. They can also suggest the names of other local and national organisations that may be able to help.</p> <p>Parents/carers are always welcome to speak to the appropriate members of staff and are asked to make an appointment, this can be either face to face or via the telephone, if it is more convenient for parents.</p>
<p>What activities are available to children outside of the school day?</p>	<p>Pupils can attend breakfast, lunchtime and after school club. Homework club is available every evening until 4pm. The current program is shown below, the programme is subject to change throughout the year.</p> <p>Tuesday: Football in PE, Science Club, Steel Pans and Ceramic Club in Art. Wednesday: Rugby in PE, Horticulture Club (Science), Animation Club (Art) Thursday: School Football games (run until 17.00), Art Club, Cadet Band (18.00-20.30) Friday: See PE Staff, Robotics Club</p> <p>Throughout the school day we have numerous activities: Monday Keyboard Club and Brass Group in Music and Nurture Club and intervention within the learning support area. Tuesday: Lego Club in Maths, Chamber Choir in Music Wednesday: Football from 08.05- 08.45am Thursday: Homework Club in Maths, Choir, Students could also join the CCF (Combined Cadet Force). More information is on our school website page. Link is http://dukes.ncea.org.uk/ncea-combined-cadet-force-ccf/</p> <p>Residential visits are available key stage 3 students have the option to go to London during the Summer term. Key stage 4 students have been to New York and 6th form have recently been to Kenya and the planning is underway for a Romanian trip</p>



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	this Summer
How will the school support my child at times of change?	Families are invited to attend option evenings to discuss pathways to choose appropriate GCSE's. Families are supported through this process by teaching staff, members of the leadership team and by careers and employability advisors. This process is repeated if pupils choose to stay with Duke's into Sixth Form.
Who was consulted about this SEND Information Report ?	The SEND Information Report for NCEA Duke's Secondary School is shared with Governors, Parents/Carers and Staff.
What can a parent do if they feel that The SEND Information Report is not being delivered or if their child's needs are not being met?	<p>If a parent has concerns about the provision available to their child at Duke's Secondary School they are invited to discuss these promptly with their child's Pastoral Link, or Key Stage team in the first instance. If these staff are unavailable or unable to help in the particular matter, members of the Senior Leadership Team or the SENDCo will be available to meet with you at a convenient time.</p> <p>Parents are also able to contact SENDIASS, the SEND information, advice and support service, they offer advice and support to families of children and young people with special educational needs or disabilities, this is a free and confidential service. This service can be contacted by calling 01670 623555.</p> <p>In it together is the parent participation network for Northumberland for parents and carers of young people with special educational needs and disabilities.</p> <p>Contact a family is a national charity providing information advice and support for families of disabled children</p>
How will The SEND Information Report be reviewed?	The SEND Information Report will be formally reviewed and updated on an annual basis to ensure that it is up to date. Governors, parents/carers and staff will be invited to take part in this process.
Who can I contact for further information about the school?	<p>If you require any further information about Duke's Secondary School please do not hesitate to contact:</p> <p>Steve Gibson Principal NCEA Duke's Secondary School Academy Road</p>



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The Northumberland County Council Local Offer can be found at:

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>