



## **SEND Information Report**

### **Senco Contact Details**

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### **At The Duke of York's Royal Military School the types of needs we can meet include:**

Specific Learning Difficulties i.e dyslexia, dyspraxia; Social Communication Difficulties i.e. Autistic Spectrum Condition; Social Emotional Mental Health i.e. ADHD; Sensory and Physical.

### **To identify students with SEND it is very important to have as much information as possible to identify any difficulties a student may have. For this we gather information in various ways:**

- Previous school reports
- Students are assessed using standardised tests upon entry
- Teacher's referral and reports
- Information from parents/carers
- Outside agencies
- Education Psychologist reports
- EHC needs assessment and reviews

The school will refer to external agencies for assessment or diagnosis as appropriate, following consultation with parents/carers. Sometimes we have to involve outside agencies to better evaluate a student's needs so we can make sure the best provision is put in place.

### **Communicating with parents/carers is very important to maintain the best level of support to students. There are many ways that we can communicate with parents/carers:**

- By email
- Telephone
- Parents meetings
- Reports
- Website
- Newsletters

**Consulting with young people with SEND is equally important and there are many ways we do this:**

- Informal conversations
- Email
- Sharing of SMART targets
- Opportunity to attend parents meetings
- Annual review for students with an EHCP
- Social groups

**Supporting young people between phases of education:**

- Liaison with primary schools / previous school to support a smooth transition to next key stage.
- In Year 11 and 13 opportunities for individual careers interviews with independent careers advisor, liaison with home, and support and guidance in deciding next steps.
- Liaison with new schools, further education colleges and universities to support a smooth transition.
- End of key stage annual review where applicable.

**Approach to teaching and supporting young people with SEND:**

The Graduated Approach helps us to evaluate and understand student's needs. This is a continuous cycle of Assessing-Planning- Teaching and Reviewing. We endeavour to provide a range of support academically and pastorally:

- Quality First Teaching/Differentiated Teaching and Learning for all students
- Assessment for and provision of access arrangements as required
- Assistive technology required for exams access
- Team of Learning Support Assistants deployed to lessons to support students with high needs/EHCP
- Students are given laptops to enhance learning process
- Access to school well-being therapist
- Pastoral support from Housemaster, Tutors and Pastoral Leaders
- Extensive range of extra-curricular clubs and activities
- Academic school trips
- Social Activities
- Disabled access across the school site
- Social Skills groups

**Staff expertise and training:**

Best practise is shared with staff to enable them to fully support students with SEND. We also liaise with a variety of outside agencies that provide services to enable the most appropriate approach to a student's needs. They are:

- Educational Psychology Services
- Child Adolescent and Mental Health Services (CAMHS)
- Common Assessment Frame Work Team (CAF)
- Speech and Language Therapists
- Occupational Therapist – OT

- Physiotherapists
- NHS Forces Community

**Effectiveness of SEND provision:**

- Review of SMART targets three times per year
- Reports and monitoring
- Observation and discussion with teachers, tutors, parents and students

**We are an inclusive school with a wide range of clubs, activities and trips to meet the interests and abilities of all.**

**Support for emotional and social development:**

- Wellbeing Team for emotional support
- Social club
- School well-being therapist
- In-house support from boarding house staff

**Complaints:**

In the first instance parents with a complaint should contact the school Senco. If the matter cannot be resolved they should follow the school complaints policy which can be found on the school website.