



SEND INFORMATION REPORT

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TABLE OF CONTENTS

Part of the Derbyshire Local Offer for Learners with SEND and Esteem Multi-Academy Trust	2
What types of SEN do we provide for?	2
How do we identify SEND?	2
Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?	3
What is our approach to teaching pupils with SEN?	3
How do we adapt the curriculum and learning environment?	3
How do we consult parents of pupils with SEN and involve them in their child's education?	4
How do we consult pupils with SEN and involve them in their education?	5
How do we assess and review pupils' progress towards their outcomes?	5
How do we support pupils with transitions and preparation for adulthood? ..	5
How do we support pupils with SEN to improve their emotional and social development	6
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	6
Who can young people and parents contact if they have a query or concern? ..	7

Part of the Derbyshire Local Offer for Learners with SEND and Esteem Multi-Academy Trust

The vision for the Esteem South Academy is to create a first class, holistic educational establishment that re-engages vulnerable children back in to learning. We wholeheartedly believe that the most vulnerable young people in our community deserve to have the same high standards of education as their peers. Our aim is to equip every child with the necessary knowledge and skills to enable successful integration back into mainstream education or for our Key Stage 4 pupils, to successfully transition into education, training or employment.

What types of SEN do we provide for?

We are an Alternative Provision Academy based in South Derbyshire, providing education for pupils who are at risk of permanent exclusion, or who have been permanently excluded from mainstream schools. We cater for young people from age 5 to 16 years old.

Our pupils have a wide range of needs including:

- Social, emotional and mental health difficulties
- Cognition and learning
- Communication and interaction
- Sensory and/or physical needs

How do we identify SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Some of our pupils have an Education, Health and Care Plan which clearly details their special education needs, approaches to meeting these needs and required provisions.

We are able to support applications for young people who have not yet been awarded an EHCP and who present as having an area of Special Educational Need or Disability.

Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?

The Esteem South Academy SENCo is Caroline Heathcote. She is contactable via the main school office on 01283 550667 or email cheathcote@esteemsouthacademy.co.uk

What is our approach to teaching pupils with SEN?

We organise our classes by Key Stage; they are taught in small groups which enables us to ensure appropriate numbers of staff and facilitate different approaches to learning. This is highly personalised and teachers use a wide range of strategies to enable pupils to access the curriculum, this might include using:

- Personalised Literacy & Numeracy Interventions
- Social and Emotional Learning interventions – GRIT Curriculum
- Student Support and well-being offer
- I-pads, lap tops or other alternative technological devices
- Positive behaviour rewards systems
- Self-regulation sessions using Thrive® - a developmental and trauma-sensitive approach
- Sensory integration programmes and (equipment)
- Structured and Precision Teaching
- Occupational Therapy Assessments (Children's Choice Therapy)
- Small group classes – an opportunity for 1:1 as needed
- Educational Visits, Community based learning e.g. college, and careers visits
- Reward and enrichment opportunities
- Zones of Regulation strategies
- Educational Psychology Assessments

How do we adapt the curriculum and learning environment?

The curriculum is inclusive, child centred and caters for all pupils, with the vast majority being low prior attaining compared to their mainstream peers, due largely to Special Educational Needs (diagnosed and undiagnosed), gaps in education and other associated Social, Emotional and Mental Health difficulties.

All pupils are supported to help rebuild some of the basic knowledge and skills for life, to support reintegration into mainstream education where appropriate or appropriate post-16 education or employment. Within all key stages, we place an emphasis on core subjects, MyFutures and raising aspirations through ambitious destinations for Post 16 to ensure the pupils remain in education, training and employment when they leave us.

Pupils are supported to develop into well-rounded citizens and where this needs development, targeted intervention is initiated such as

- Thrive and Zones of Regulation
- Focused Learning strategies and Key Worker sessions
- FASST (Family and Student Support Team) support
- Raising Aspirations
- YES (Youth Engagement Scheme) programmes

Across the curriculum, pupils are able to access a multitude of curriculum and extra curricular experiences to broaden their cultural capital. This includes a focus on the National Curriculum but also focuses on pupils Social Skills, personal development and SMSC needs and includes opportunities for learning experiences away from the Centre.

The main teaching spaces are at ground floor level and are wheelchair accessible. The specialist Thrive room provides appropriate nature space to support students with regulation and sensory needs. There are disabled toilet facilities. Pupils are able to access excellent IT equipment including desk tops, laptops and iPads. Outside there are range of recreation areas, outdoor exercise equipment and an all-weather MUGA.

How do we consult parents of pupils with SEN and involve them in their child's education?

The success of our pupils relies on strong links between school staff, governors, pupils, parents/carers and other professionals.

Parents/carers have the opportunity to consult:

- At any time by telephoning and/or making an appointment with the relevant member of staff
- At parent/teacher interviews twice a year
- Annually at the EHCP review meeting
- At Child in Need meetings arranged as needed

We also invite parents into the Support Centre during the pupil induction process and to specific celebration and awards events involving their son/daughter's achievements.

How do we consult pupils with SEN and involve them in their education?

Pupils have the opportunity to consult about their education through:

- Parents/progress evenings twice per year
- Daily focussed learning lessons
- Individual careers meetings in KS3 and KS4
- Discreet careers education following the My Futures programmes of study
- Giving their views for EHCP Annual reviews and where appropriate attending
- Through their Personal Learning Plan and Transition Plan
- Pupils special interests and talents are supported through individual pathways that nurture and develop them as individuals
- Through the Student Council and contributing to MAT regional events

How do we assess and review pupils' progress towards their outcomes?

We continually monitor pupil progress in a number of ways.

Short term targets and agreed outcomes are monitored by teachers through daily Personalised Learning sessions and recorded on Earwig each half term. These are also reviewed annually if the student has an EHCP review. This process is overseen by the SENCo and Data Manager. We ensure our standards of judgement by moderating work in school, with other Support Centres within the Esteem Multi-Academy Trust schools. We scrutinise the work of pupils throughout the year to ensure that pupils' learning is challenging, relevant and accessible.

How do we support pupils with transitions and preparation for adulthood?

Preparing our pupils for the next stages of their life is hugely important. This can be transition into the school or moving on to another school, college, training provider or moving into employment.

Esteem South Academy is committed to working in partnership with young people, families and other providers to ensure positive transitions occur. Transitions involve a range of bespoke opportunities and visits so that students can feel emotionally prepared and experience success for their next steps.

The transition process from school to adulthood begins early in Key Stage 3 with the start of a Person-Centred Transition Plan which will be discussed at parent meetings and/or EHCP Annual reviews. Pupils will investigate different settings from aged 16 onwards with consultation from the careers service.

How do we support pupils with SEN to improve their emotional and social development

Pupil Wellbeing is an important area of learning for our pupils if they are to achieve their best and be part of the community.

The school has trained HOPE (Helping Our Pupils' Emotions) practitioners and has direct access to the Esteem Family and Student Support.

Pupils are supported through:

- An emphasis on developing GRIT – resilience and perseverance in relation to their school work and building positive relationships
- Personal, Social and Health Education lessons
- For some pupils the inclusion of lunch and break times as part of the taught day where pupils are supported to learn and practise social skills
- Social Emotional Learning curriculum
- Emotion Coaching where staff model appropriate behaviour and use positive reinforcement
- Small class sizes which enables pupils to feel confident in speaking out
- Regular opportunities to access the community enabling pupils to learn appropriate social behaviours
- High quality assessments of pupils' social and emotional needs leading to design of intervention resources. Use of RCADS to provide a base-line assessment which supports the appropriate interventions
- The Thrive Approach - a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children and young people
- Wide range of class-based resources to support pupil well-being e.g. zones of regulation displays in each classroom
- School Council meetings every half term.
- Praise Slips reward system
- Virtual PSHE themed Key Stage assemblies on current issues
- Weekly key stage and whole school rewards assemblies

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

Working with other professionals is crucial in meeting the needs of our pupils. Most of these, work directly with our staff so they can deliver programmes of support on a daily basis. We have access to a number of other professionals if needed, these include:

- Speech and Language Therapy NHS
- Physiotherapy NHS

- Occupational Therapy (Children’s Choice - funded by school)
- School Nurse (Local School Nurse Team)
- Children’s Disability Social Work Team
- Education Psychologist
- Sensory Support - Visual Impairment and Hearing Impairment Support
- Child and Adolescent Mental Health Services (CAMHS)
- Dietician
- Epilepsy and Diabetes Nursing Teams
- Community Learning Disability Team
- Esteem FASST – Family and Student Support Team
- If necessary we are able to call on more specialist advice if a need arises

Who can young people and parents contact if they have a query or concern?

The success of our pupils relies on strong links between school staff, governors, trustees, pupils, parents/carers and other professionals. We continually develop our practice to improve outcomes for our pupils and welcome suggestions from these groups to enhance our provision.

If you have any questions about our contribution to the Derbyshire Local Offer/ Esteem Multi-Academy offer please contact:

Gareth Allen, Headteacher or Caroline Heathcote, Assistant Head/SENCo

More information about the Derbyshire Local Offer is available on their website

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

Our SEND Information will be reviewed and updated annually.