



Duke of Lancaster SEN Information report

May 2021

This report is based on **Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015 DFE** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> page 106 6.79

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Introduction - the kinds of SEND that are provided for.



Duke of Lancaster is a new state funded special school for students with Communication and Interaction needs opening in January 2022. Students attending Duke of Lancaster will have an EHCP and been assessed to demonstrate an ability profile which enables them to access a 'mainstream' curriculum and as such achieve assessment expectations including SATs, GCSEs and Entry Level qualifications where appropriate.

Students on roll at the school may have a poor record of previous school attendance, educational engagement, persistent academic underachievement, repeated inappropriate, and high-risk behaviour leading to frequent exclusion from school. Students entering the school may be working significantly below national expectations. Students referred towards may have previously shown signs of high ability or might have been identified as 'gifted and talented'. Students who are high attainers will, like all others, have personalised plans which will promote their academic progress whilst supporting emotional and therapeutic needs through appropriate bespoke interventions.

Most students will have significant gaps in their knowledge and understanding across most of the curriculum compared with mainstream learners. Many pupils will have difficulties with numeracy and literacy, specific issues around dyslexia and dyscalculia and in addition may have been previously identified as requiring speech and language support.

The school will have a capacity of 100 students in class sizes ranging from 6 to 9 students. The school has a range of specialist classrooms and will offer Entry Level and GCSEs to students.

The age range for the school is 5-16 (Years 1 to 11).

Duke of Lancaster is part of Norfolk County Council's SEND Local Offer. More information on Norfolk County Council's SEND Local Offer can be found by clicking this link: [SEND Local Offer - Norfolk County Council](#)

SENDAT

SENDAT's purpose is to support and develop specialist provision both in the local area and more widely across the county. For more information visit <https://sendat.academy> SENDAT supports the growth of other specialist provisions, including:



- Priory School in Bury St Edmunds is a founder sponsor of SENDAT (Special Educational Needs and Disabilities Academies Trust). Priory is a special school for students with complex Moderate Learning Difficulties (MLD). It has 190 places



from 5-18 (including sixth form) and 23 residential places.

<https://sendat.academy/Priory/>

- Stone Lodge is a Special school for students with complex MLD. The school takes students from year 1 (age 5) through to year 11 (age 16). Currently there are 175 places. <https://sendat.academy/stonelodge/>
- Mount Road is a specialist class for students with ASD and challenging behaviour. The class is based at Priory school. <https://sendat.academy/mountroad/>
- Angel Hill College (AHC) for young people 16-25yrs with SEND. <https://sendat.academy/angelhill/> The main purpose of AHC is to support the successful transition of its students into mainstream further education.
- SENDAT Outreach provision is based on the Priory School site and supports students in 50% of mainstream schools across Suffolk. For further information please visit <https://sendat.academy/outreach/>
- Chalk Hill – Sudbury. Residential Pupil Referral unit for students in Key Stages 2 and 3 <https://sendat.academy/chalkhill/>



The trust anticipates expanding in the future to include additional special schools, free schools and other SEND provisions across Suffolk and its border counties.

- Mulberry - Opening September 2021, working in partnership with John Milton Academy Trust. Two Key stage 2 classes at Mendlesham Primary and Two classes for secondary age students at Stowupland High School. For students who need some additional support but not a full special school place. <https://sendat.academy/mulberry/>
- Peile - Opening September 2021, working in partnership with Chantry Academy and the Active Learning Trust. Two classes for secondary age students at Chantry High School. For students who need some additional support but not a full special school place. <https://sendat.academy/peile/>



Statement of Intent

Our vision is to deliver learning opportunities both in the classroom and beyond to support the development of everyone's social, emotional and academic skills and knowledge in order to create freedom of choice for all and the capabilities to lead fulfilling lives with independence, success and confidence.

We believe that high quality education is best achieved when the needs of each individual student – social, emotional, spiritual and educational - are central to their development plan. Through focusing on students as individuals, we tailor challenging and enjoyable educational programmes to engage and motivate, directly meet their needs and provide truly personalised learning.

We work with each student, their parents / carers and other professionals to understand and work to overcome particular barriers to learning, so they can achieve their full potential within a secure and caring environment.

We will develop our capacity as a special school to enhance the range of experiences available to our students and offer them greater opportunities for personal, social, intellectual and physical development through both our day and range of extra-curricular activities. Linked to this, we will continue to work with the wider community to ensure Duke of Lancaster has a central place within it.

Duke of Lancaster SENDAT Contact details

ENTER ADDRESS

Tel: TBC

Email: information@dukeoflancaster.sendat.academy

Website: <https://sendat.academy/dukeoflancaster/>

We believe that improving the quality of education is an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology where it will provide new opportunities for learning and teaching.

We will ensure that Duke of Lancaster continues to play a significant role in promoting the development of special needs locally, regionally and nationally.

We promote politeness and mutual respect towards all members of our community and are fully committed to promoting equality and embracing diversity.

Policies for young people with SEN and assessing their needs.

Policies are available for download from the SENDAT website

<https://sendat.academy/sendat-policies/>

Consulting Families of children with SEN and involving them in their child's education

We recognise that many families live too far away from school to transport their child daily. This can mean that families can feel more disconnected from school. The home school diary is a key form of communication. This is further supported with:

- Newsletters - Hard copies sent home and available for download from the website.
- Duke of Lancaster website: <https://sendat.academy/dukeoflancaster/>
- ClassDojo
- Email/Telephone communications with tutors

All students and their families will receive a termly report on progress which contains information about effort and progress in all subjects. This is followed up by a consultation evening with tutors which also provides opportunities to meet with colleges and other providers of support for families.

There are 4 formal points of consultation:

- Parent Evenings 3 times a year
- Annual review of EHCP

- We welcome consultation and discussion outside these times. Parents and carers are welcome to contact the school office. Staff may not be able to take the call at that time, but they will get back to you or you will be able to make an appointment.

Supporting parents and families

We understand that having a child with additional needs can often be difficult. We intend to arrange sessions for parents to meet other parents in an informal manner. Sometimes these sessions have a presentation or discussion led by school and at other times a more open forum. When at capacity, we intend to employ two Family Support Workers (one when the school initially opens). These staff will form the Family Liaison Team and coordinate events to engage and support parents and families. We will publish their contact details here in due course.

Duke of Lancaster Family Support Workers – TBC

Whilst we are appointing to this role please contact the admissions team

Arrangements for consulting young people with SEN and involving them in their education.

Students are consulted and involved in their education through:

- The majority of students take an active part in their Annual Review. Occasionally it is not appropriate due to the nature of their needs.
- All students complete a one-page profile that supports their views at the Review.
- There is a student council which meets regularly and is represented by every class. The class representatives are voted in every September.
- Year 9 and KS4 students are offered 'Preparing for Adult Life' programmes to discuss accreditation option choices, careers and transition post 16.
- There are many activities during breaks and lunch time clubs which students may choose to participate in.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

We intend that students will be formally assessed three times a year. The progress is discussed with parents and carers at parent's evenings and annual reviews. New students will also complete baseline assessments in order to agree targets for their future attainment.

Class teachers, subject teachers and Key Stage leads all monitor the progress of students. If they are concerned about progress, they will discuss this with other members of staff and interventions will be agreed.

Individual Learning Plans (ILPs) set small steps of aspirational progress for students. These are discussed at the Annual Review and parents/carers can contribute ideas and targets to this document. The targets are described for the year but are flexible to respond to any changes in progress or circumstances. These can be discussed at parent's evenings or by appointment.

Arrangements for supporting 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.

We understand that students moving class, Key Stage or school can feel anxious. For all new students to the school, we offer transition arrangements that include Duke of Lancaster staff visiting new students in their present school, visits to Duke of Lancaster with family or staff from current setting and school taster sessions. Other resources and strategies including social stories may be utilised where appropriate and based on the needs of the individual.

Students moving between Key Stage experience a transition package including taster lessons with new teachers and tours of the teaching area. The last week of the summer term is "Transition Week" when all students can experience their new classes for September.

From Year 9 (age 14) the Annual Review includes the development of a transition plan. This is drafted in consultation with the student and their parents/ carers. The development of life skills will be a key feature of the school's 'Personal Development' curriculum through all key stages and all students will have the opportunity to participate in work experience placements during Year 10. These placements give students opportunities to experience a working environment and put their life skills learning into practice.

Community Engagement Officer – Mrs Shirley Dixon Shirley.dixon@sendat.academy

Duke of Lancaster is seeking to work closely with all post 16 providers based on the aspirations of our students and their geographical location. Year 11 students will get the opportunity to engage with all relevant post 16 settings either through talks from visiting professionals or visits to the setting itself for taster days or similar. This opportunity helps students to understand the expectations of the college environment and the options available to them. Students are then able to make an informed choice about their post 16 decisions.

We intend to work closely with Norfolk County Council's [Preparing for Adult Life Team](#) who are able to provide additional support for the young person and their families during this time of change.

Occasionally teachers and other professionals may feel that Duke of Lancaster is not best provision to meet the needs of a student. This will be discussed with parents and carers at an early stage. If there is agreement the school may work with the Local Authority to plan more suitable provision. This is usually through an Annual or Interim Review and always considers and reflects the views of parents/carers. Where a student is to move from Duke of Lancaster to another school, we will work with the new school to provide opportunities for safe and supported transition.

Approach to teaching children and young people with SEN

There are many approaches that Duke of Lancaster staff will use and the school continuously explores and investigates the latest research and innovative ways of engaging and teaching. There are some basic elements which characterise teaching and learning at Duke of Lancaster:

- Small classes, usually between 6-9 students.
- High ratio of staff to students, usually 1 teacher and 1 support assistant per class.
- Differentiation of the material so that those more able are stretched and those who need more time to consolidate are equally catered for.
- Small steps in learning are planned so that students can quickly recognise their achievements and belief that they can be successful in learning.
- Consolidation/repetition of learning, but usually in a different context or situation that gives students the opportunity to demonstrate what they have learnt or indicate that they require more support.
- Assessment which is ongoing, consistent and provides constructive feedback to inform the next steps in learning.
- Equality of access to the curriculum and activities. We have a 'can do' attitude and work to support students engaging with everything the school provides. This includes performing arts productions, a variety of school-based extra-curricular activities and trips/visits (including residential trips).

Adaptations to the curriculum and the learning environment of children and young people with SEN

Staff constantly review the curriculum to check its appropriateness for the students. In response to the expected cognitive profile of students on roll at Duke of Lancaster, the school's academic curriculum mirrors the National Curriculum. As such, it is expected that

students will be following SENDATs red, yellow or white curriculum pathways. For more information on SENDATs curriculum pathways please use this link:

<https://sendat.academy/curriculum-pathways/>

The curriculum will have equal emphasis on developing social, emotional, and life skills and knowledge and as such will consist of three strands:

- Academic
- Social, Emotional and Communication
- Therapeutic

The school is a brand-new purpose-built building opening in January 2022. The site is single-story and as such as spaces are wheelchair accessible.

All classrooms have display screens and we intend for them to be equipped with visualisers, to enable staff to model to students processes and expectations related to learning. All classrooms in the primary and secondary phases have smaller side rooms that can be utilised by individual students or smaller groups to support learning, co and self-regulation as appropriate. The overall environment will be low-sensory and developed alongside and including student voice, in order to create learning spaces where students feel safe and confident to access their learning.

Specialist facilities and equipment:

- Science Lab
- Art and Design Room
- Food Technology Room
- Library
- Activity Studio
- Two Sensory rooms
- Soft Playroom
- Two Calming Rooms
- Two Therapy Rooms
- A room for visiting professionals
- A hygiene suite
- Outdoor spaces including a hard surface multi-use games area
- Meeting/Training Room

Duke of Lancaster is a **Trauma and Mental Health Informed School**. We believe that everyone in our school community should have a mentally healthy environment. Wellbeing is the highest priority, and we implement many interventions to ensure the relational and emotional health of all. Staff have all received Trauma informed training. Additionally, some staff have completed the Level 5 Trauma Informed Diploma.

<https://sendat.academy/trauma-informed/>

Expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Duke of Lancaster caters for a range of communication and interaction needs. As such, staff have a broad range of skills to work with students. Teachers are qualified and most have considerable experience of teaching. All staff receive a structured programme of training through professional development days and additionally relevant areas of training to meet curriculum or advanced skill knowledge to meet school requirements. The school development plan sets out the main themes for training of staff. Where a new condition or need arises, training is delivered to staff as appropriate.

Training may be:

- In house, as part of ongoing work
- During staff meetings
- During Professional Development Days
- Locally sourced within the county
- National training

Additional and specialist expertise:

- Occupational therapy (OT)
- Speech and Language Therapy (SALT)
- Physiotherapy
- Educational Psychology
- Psychotherapy
- Art Therapy
- Music Therapy
- Outdoor Learning Therapy
- Therapy Dog
- Trauma and Mental Health Informed staff
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Complex Needs School Nurse
- LA specialist advice

Evaluating the effectiveness of the provision made for children and young people with SEN

As all students at Duke of Lancaster have an EHCP. The effectiveness of the whole school reflects the quality of SEN effectiveness.

Duke of Lancaster will implement robust systems at all levels to reflect and evaluate the effectiveness of the provision. This runs through from teachers to middle management, senior leadership and governance.

Duke of Lancaster is part of SENDAT Multi Academy Trust. Governance teams are well trained and informed. Directors are responsible for the whole SENDAT trust. The Duke of Lancaster Local Advisory Board (LAB) is delegated responsibility for the curriculum and standards. Full details of Governance teams are available on our [website](#).

The Governance members receive reports including termly detailed reports, School Self Evaluation and the School / Trust Development Plan.

The SENDAT trust engages consultants as appropriate to provide it with impartial advice. Most notably this is to support the Performance Management of the Head teacher/ Head of School/CEO.

How are students enabled to engage in activities?

Learning through activities beyond the classroom will be a key feature of the curriculum at Duke of Lancaster and we intend for there to be a broad range of activities available. These may include learning challenges, sensory, nurture, social, play therapies, outdoor learning, lunch time clubs, music lessons, sports, educational visits and residential trips. Staff will encourage and support the children to explore as much as possible and make informed choices about their likes and dislikes.

Where activities / visits are directly associated with the curriculum they are provided at no charge.

Where activities are enrichment, additional to the curriculum provision, parents/carers may be asked for a contribution. Please see our Charging and Remissions Policy.

We have a strong belief in offering residential experiences.

Examples of activities and visits we hope to include:

- KS3-4 Wales residential trip
- Lunch time clubs – Sports, Mentoring, Arts,
- Work experience
- Museums
- Parks
- Sporting competitions
- Sailing
- Horse riding
- Swimming
- Meeting Employers/Workplace visits
- Independent travel training

Pupil Premium

Duke of Lancaster will make good and innovative use of Pupil Premium funding. It may be used to support trips, additional resources and training. Once the school opens a report on how Pupil Premium funding is used will be available on the website.

Scouts

Duke of Lancaster intends to offer scouting opportunities to all students through a weekly enrichment afternoon. We appreciate that many of our children have difficulty accessing the experiences of their mainstream peers. At Duke of Lancaster, we are committed to giving our young people the chance to have adventures, explore new ideas, get involved in their community and earn awards from learning a skill or facing a challenge!

Transport to school

Transport is managed and provided by the Local Authority.

Please see their website: [Special educational needs transport 5-16 - Norfolk County Council](#)

This area of Norfolk County Council's Local Offer also has details on the arrangements for post 16 travel.

Support for improving emotional and social development.

This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

All students receive PSHE (Personal Social Health Education) and RSE (Relationships Sex Education) in addition they have daily tutorial time. The small

class sizes mean that all staff have time to really “get to know” students and support them as appropriate.

Staff training is updated regularly and includes safeguarding issues. There is a clear system for referring students for further support. Initially in-house support which may include additional mentoring time with the tutor, time with a member of the Intervention Team, support from the Pupil Welfare Officer or DSL.

Staff briefing offers opportunities for sharing concerns and highlighting students who may need additional support or care.

All staff are vigilant for any signs of bullying and this is taken very seriously at all levels. For example, break times are supported by teaching and support staff who deliver a structured programme for those students who require additional support to socialise appropriately. Activities are planned weekly and include physical, sensory and thinking play.

How the school involves other agencies, including health and social care, local authority support services and voluntary sector organisations.

Duke of Lancaster will work very closely with a range of other professionals. Safeguarding is of the highest concern. All the Senior Leadership team take active roles to ensure robust safeguarding measures and procedures are applied consistently. The Head of School and Safeguarding takes the lead role in working with social care.

The Head of School is the designated teacher responsible for “Looked After Children” (LAC) and ensures that these students are not disadvantaged and that regular reporting to the Virtual Head takes place.

Duke of Lancaster Lead Safe Guarding Officer – To be confirmed

Designated teacher – Mr Rob Speck
rob.speck@dukeoflancaster.sendat.academy

Arrangements for handling complaints

Duke of Lancaster wishes to resolve issues at the earliest possible point and Senior staff are available for appointments if you wish to discuss anything.

In the unlikely event that issues cannot be resolved the school has a complaints policy that can be downloaded from the website. <https://sendat.academy>

Key Contacts - Senior Leadership Team

SENDAT CEO

Mr Lawrence Chapman

lawrence.chapman@sendat.academy

Head of School

Mr Rob Speck

rob.speck@dukeoflancaster.sendat.academy

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