



Downham Market Academy SEN Information Report 2024-25

Compiled in line with best practice guidance issued by Norfolk County Council January 2021

SEND Team Structure: SENDCo: Jake Lawrence (NASENCo)

Deputy SENDCo: Bev Ireland

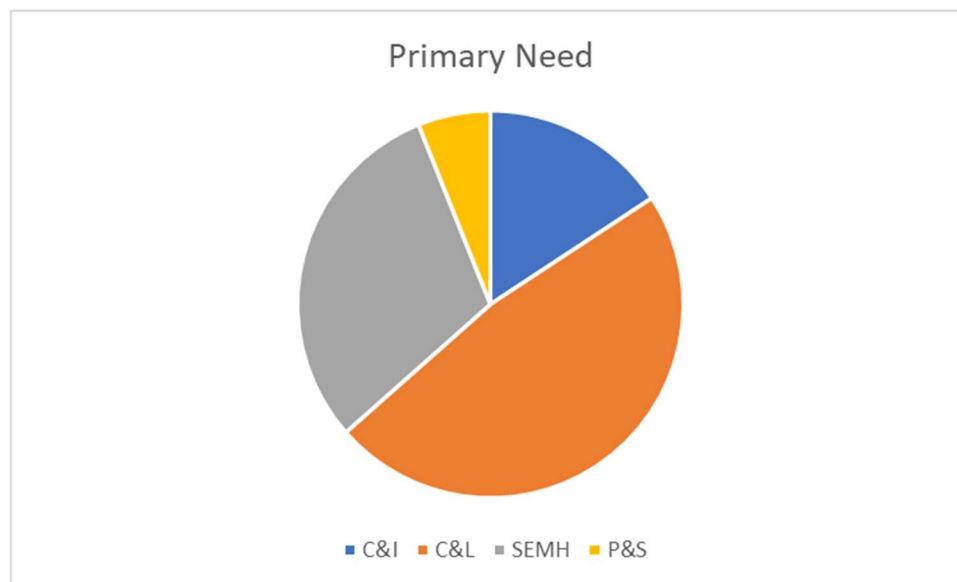
SEND Governor: Amanda Dawson

Contact details: jlawrence@dma.tela.org.uk; 01366 389100

The kinds of special educational needs for which provision is made at the school








At Downham Market Academy 17.4% of students have an identified special educational need. Across this cohort 3.7% have an Education, Health and Care Plan and 13.6% are at SEN Support.

The primary need of SEND students at DMA is grouped as follows: 48% cognition and learning, 18% communication and interaction, 28% social, emotional and mental health and 6% physical and/or sensory needs. Some students may also have secondary needs.



Information about the school's policies for the identification and assessment of pupils with special educational needs

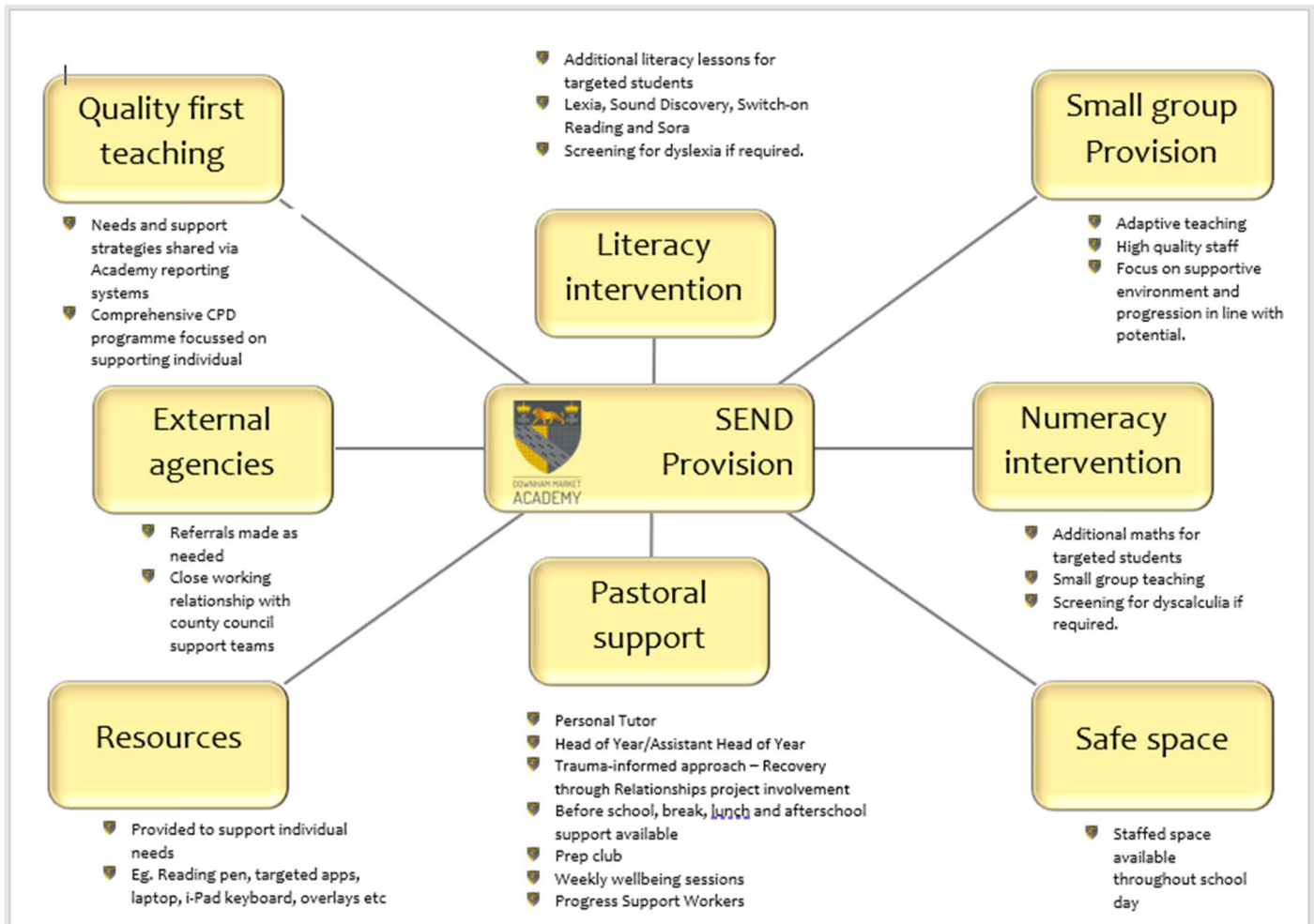
The policies listed below can be accessed [here](#)

-  SEND Policy
-  Supporting pupils with medical needs
-  Admission arrangements
-  Accessibility statement
-  Safeguarding policy and procedures
-  Behaviour policy
-  Complaints procedure

The Academy [Equality information and objectives \(public sector equality duty\) statement](#) is available via this link

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans

Downham Market Academy follows Norfolk County Council's Local Offer <https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer> It outlines the support provided to students with SEND within school and from external agencies. Our provision map is below.



Student progress is measured and assessed throughout the student's school career. On joining DMA, students complete a CAT4 assessment, which provides information on their attainment in key areas. This allows the school to identify those students who may need additional support from the moment they join.

Students are also assessed across the curriculum, with data being collected on a termly basis. This data is reviewed and analysed by the Senior Leadership Team and SENDCo, enabling any concerns to be swiftly identified and acted upon. This termly review ensures all school leaders are fully informed about SEND student progress, the provision currently in place and any future provision that may be needed.

We compare our performance with other schools both locally and nationally looking for students with and without SEND.

The referral process is well-established at DMA. Teachers can refer students they believe need additional support to the SEND department. This supports early intervention.

Targeted interventions are used to help students how additional support make progress, these include: in-class support from an additional adult, precision reading/numeracy/handwriting, small group teaching, SEMH support for example.

Provision is mapped and evaluated using baseline data and completion of follow up testing post-intervention.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

At Downham Market Academy, we use 'Assess, Plan, Do, Review' to assess progress. (See SEND Code of Practice 2015).

Should a student be identified as needing additional support as a result of a review of data or a teacher referral the APDR process is initiated. This involves the initial **assessment** of the student's needs, followed by planning of intervention/support. The **Plan** is then implemented (**Do**) for a minimum of 6 weeks prior to being **reviewed**.

Once a minimum of 2 cycles of ‘Assess, Plan, Do, Review’ have been completed it may be appropriate to request an EHC needs assessment. This is dependent on the level of need of the student and the progress made following the APDR cycles. Students and their families are involved in all stages of these discussions. Parents/carers can also request an EHC Needs Assessment independently.

Families of students with SEND are offered face-to-face meetings with the SEND Team three times a year as part of the Academy parents’ evening cycle. In addition, the team operates an open-door policy encouraging students to speak with staff as well as offering telephone and email contact whenever required.

We comply with GDPR and Freedom of Information guidance.

The school’s approach to teaching pupils with special educational needs

At Downham Market Academy all students study a broad and balanced curriculum. Students are grouped based on their potential grades, which are calculated based on KS2 SAT and CAT data. Lessons are planned, structured and delivered to promote engagement and to enable all students to be successful.

Teachers have high expectations of all students and use a range of teaching strategies to ensure all can succeed.


















Understanding is checked throughout lessons through a range of activities such as directed questioning, short answer tasks and completion of written work alongside end of topic assessments.

Students at DMA complete three 100-minute lessons each day. If required, they are supported in moving between lessons through provision of visual timetables, maps, early arrival to lessons, predictable starter activities for example. Such provision is implemented on a case-by-case basis to ensure each individual is supported in the way best suited to them.

How the school adapts the curriculum and learning environment for students with special educational needs

All students with SEND are supported to enable them to access the same opportunities as their peers without additional needs, whether in lessons, at social times or in extra-curricular activities.

Provision is planned and delivered on an individual basis depending on the needs of a student. Some examples of adaptations are detailed below:

-  Coloured paper books
-  Increased font size/type
-  Overlays
-  iPad keyboards
-  Reading pens
-  Alternative rooming – if stairs for example are a barrier to accessing a lesson
-  High-visibility markings for changes of surface/level
-  High-definition signage to support students with visual impairments
-  Supported social time at break/lunch in quiet, low stimulation environment
-  Homework club afterschool daily
-  ‘Down-time cards’ to give students a chance to self-regulate in class
-  In-class support from Progress Support Workers
-  Physical aids such as hoists, accessible toilets
-  Quiet/Sensory room
-  Adapted PE equipment
-  Use of communication technology, eg. EyeGaze
-  Social and emotional support

Support that is available for improving the emotional, mental and social development of students with SEND

At DMA we have a well-established pastoral team that supports students throughout the school day with curriculum, social and emotional issues.

The nurturing ethos at our Academy ensures that all students feel involved and supported in school life. We have a thorough PSHE curriculum which covers a wide range of topics including celebrating difference, fostering independence, personal responsibility and positive relationships. All students, including those with SEND, access this curriculum. For students who need additional support in these areas we have '1/2/3/4' mental health champions, a PSHE coordinator and a diversity champion.

In addition, we work closely with external organisations such as the JustOneNorfolk, Pandora and Nelson's Journey to enable signposting and access to higher level support if required.

Information about the expertise and training of staff in relation to C/YP with SEND

All staff at DMA are trained to support learners with additional needs. Staff are supported through regular CPD, delivered by the SENDCo, focussing on specific areas of need and how to support individual learners in lessons. In addition, staff are offered additional online CPD throughout the school year.

Progress Support Workers at DMA complete courses in support for key areas of need and complete refresher training on a regular basis.

Information about how equipment and facilities to support C/YP with SEND will be secured

Funding for learners with SEND is provided as part of notional SEND funding on a yearly basis to the Academy. Funding for students with Education, Health and Care Plans and those with high needs at SEND Support level is requested through the Norfolk County Council INDES process. The funding level is determined by Norfolk County Council based on the level of need and support they believe is required. More information about this process is available [here](#). Last academic year, funding was used to provide small group teaching (less than 18 students) across the curriculum for 2 classes per year group; literacy intervention; Progress Support Workers; physical resources such as overlays, coloured paper, adapted PE equipment; environmental changes such as high visibility signage, yellow painting to changes in surface; 1:1 and small group interventions.

The Budget Share Tracker can be used to access information about the Academy's SEND budget

Involving parents and students

At DMA we believe that support for students with SEND should be a co-production between parents/carers, school and the student. The SEN team offer regular meetings with parents/carers to enable cross-party discussion about student needs and provision.

Students are supported to give their views before and during EHCP annual review meetings and when reviewing their SEND provision. They are also encouraged to speak to the SEND team at any time.

All students at DMA have the same opportunities to participate and give views via the school council and regular in-school questionnaires/surveys. For those students who need additional support for such activities this is put in place through intervention from Progress Support Workers. Similarly, opportunities to participate in activities outside school are signposted to all learners. For those identified as needing support to access such activities parents/carers are involved and encouraged to support students in engaging.

If you are not happy with the provision made available to your child, please discuss your concerns with the SENDCo, Naomi D'Cunha: nd@cunha@dma.tela.org.uk 01366 389100.

Transitions

At DMA we are aware that students need support with the transition from primary to secondary and from secondary to further and higher education, particularly those with SEND.





We work closely with SENDCos from cluster primary schools and local FE providers to put in place transition plans and activities. Transition planning for primary-aged students with EHC Plans starts in year 5, with the SEN Team regularly attending Year 5 annual review meetings for students intending to join DMA in year 7. The transition process continues into Year 6. We provide information-sharing meetings with primary SENDCos and the DMA SEN Team; parent meetings; 1:1 meetings; small group tours for students and parents; SEN team visits to meet students in primary settings; sharing of transition materials. For students with the highest level of need, bespoke transition packages are put in place to ensure a smooth transfer of provision from primary to secondary school.

Once students join DMA they are supported in getting to know the Academy through involvement in a range of activities alongside their PD group. One-page student profiles enable staff to meet the needs of their students. These profiles are compiled by the SEN Team in partnership with Primary schools, parents/carers and the student. All parents/carers of students with SEND are contacted by the SEND Team to initiate home-school communication and begin building a positive relationship.

We support students moving into Further and Higher Education by providing careers interviews with our in-school careers adviser, supporting completion of College/University applications and visiting local College/University settings. In addition, we invite College/University SENDCos to Y11 Annual review meetings for students with EHC Plans and develop individualised plans to ensure the required provision is in place to enable a smooth transition from secondary to further/higher education.

External organisations

At DMA we work with a range of external organisations and agencies to ensure appropriate support is in place. Parents and students are involved in accessing this support, which includes:

-  Education Services: Virtual School for SEND, Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, Inclusion Team, School 2 School Support, Access Through Technology
-  Health Services: Just One Norfolk, Just One Number – 0300 300 0123, Speech and Language Service, Occupational Therapy, Children and Adolescent Mental Health Services (CAMHS)
-  Social Care Services: Short Breaks, Early Help Team, Family Support Process
-  Third Sector Services: Matthew Project, Nelson's Journey, Pandora, Young Carers

Additional Support for Parents

Free confidential and impartial information, advice and support is available from Norfolk SEND Partnership 01603 704040; sendpartnership.iass@norfolk.gov.uk ; www.norfolksendpartnershipiass.org.uk or KIDS dispute resolution service 03330 062835; senmediation@kids.org.uk ; www.kids.org.uk

To make a complaint please follow our complaints procedure