Inspire Partnership Academy Trust

Special Educational Needs Information Report 2026 - 2027

Delce Academy

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Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Delce Academy please contact us using the details below.

Inclusion Leader/SENCO:

Contact: James Palmer

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Home School Support Worker:

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1. Aims

The aim of the Special Educational Needs Information Report is to set out how Delce Academy will support and make provision for pupils with special educational needs and disabilities (SEND). This is a legal requirement as outlined in The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report. This information report also complies with our funding agreement and articles of association.

At Delce Academy we strive to support all pupils to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality inclusive teaching is vital; however, for some pupils there are occasions when further additional support may be needed to help them achieve their targets.

High quality inclusive teaching and additional interventions are defined through dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every pupil in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first inclusive teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

2. The kinds of SEND that are provided for

All staff at Delce Academy strive and work hard to ensure our school is an inclusive school. We share a mutual ethos of every child matters therefore we aim to address each pupil's needs and support their development in the most appropriate way possible to ensure we celebrate effort as much as achievement. Our school's SEND Policy is available on the school website or via the School Office, detailing our philosophy in relation to SEND.
We refer to the term "Special Educational Needs" if a pupil:

- Has significantly greater difficulty in learning than the majority of pupil of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for pupils of similar age.

The difficulty or disability may relate to:

- **Communication and interaction** - Autistic Spectrum Disorder, Asperger's Syndrome, Selective mutism, Speech and or Language difficulties.
- **Cognition and learning** – Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].
- **Social, Emotional and Mental Health** – Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.
- **Sensory or Physical conditions** – Hearing/Visual impairment, Sensory Processing Disorder/difficulties.

Special Educational Provision is additional to or different from which is made generally for most pupils in school.

Children with medical needs

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, SENCo, appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive annual EpiPen training delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member.

3. Identifying pupils with SEND and assessing their needs

Delce Academy's Assessment Policy (available via the School Office) outlines the range of assessments regularly used throughout the school.

Assessment is an ongoing core process throughout the school. It is a check that each pupil is making adequate progress against the National Expectations set for each year group from Foundation Stage through to Year 6.

Adequate progress is defined as that which:

- Closes the attainment gap between the pupil and pupils of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a pupil has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a pupil's behaviour allowing them to be receptive to learning.

If a pupil is not making the expected progress, then additional and different assessments tools may be required to determine the reasons why.

To help us ascertain a better understanding of a pupil's learning difficulty, we may use:

- Holburn Reading Test
- PIXL Assessment

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the following assessments may be used:

- SNAP
- GL Dyslexia Screener
- Visual Stress
- Boxall

These assessments may also be used to plan targeted intervention programmes for the child and also contribute towards creating a benchmark for measuring the impact of subsequent interventions.

4. Consulting and involving pupils and parents

At Delce Academy, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

Parents will be involved in the planning for the child's education as all parents are. This may be through:

- Discussions with the class teacher as the first point of contact
- Parents' evenings
- Discussions with James Palmer (SENCO) or other professionals
- Parents are encouraged to comment on their child's IEP and One Page Profile with possible suggestions which could be incorporated

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to parents upon request.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents will know how their child is doing because:

- Parents will be able to discuss the child's progress at Parents' Consultation Evenings.
- Parents may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made to speak in more detail to the class teacher, in the first instance, to discuss concerns by visiting the School Office. They may arrange a follow up appointment with James Palmer (SENCO), if necessary.
- IEPs (Individual Education Plans) are written three times per year. The IEPs will be given to parents during Parents' evening or sent home. Parents may wish to make an appointment to review the targets and discuss the new targets set. Parents/carers are encouraged to contribute input to be included on the IEP.

Delce Academy will help parents to support their child's learning by:

- The class teacher may suggest ways of supporting my child's learning through messages, parents' evenings or additional meetings arranged when necessary.
- James Palmer (SENCO), may meet with parents to discuss how to support their child. They may, alongside the class teacher, discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Having liaised with, and informing parents of, the outside agencies or the Educational Psychologist, suggestions and programmes of study can then be used at home.

5. Assessing and reviewing pupils progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- **Assess**: The class teachers and if necessary the SENCO or professionals from external agencies, assess the needs of the individuals.
- **Plan**: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do**: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review**: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Our approached to teaching pupils with SEND

The SEN Code of Practice 2014 recognises 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Delce Academy, our priority is to ensure all children, including children with SEN, have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of children. Our teachers acknowledge they are responsible and accountable for the progress and development of all the pupils in their class.

We also recognise some children will require educational provision which is '*additional to'* or '*different from'* this. To achieve this, we:

- Scaffolds such as sentence stems, chunked learning etc.
- BEAM
- Sensory Circuits
- Social Skills
- ELSA
- Pre-Teaching

- Precision Teaching
- Zones of Regulation
- Alpha to Omega

7. Adaptations to the curriculum and learning environment

The curriculum and learning environment will be adapted to the child's needs when:

- A child has been identified with special needs or disability, their work will be differentiated by the class teacher to enable them to access the curriculum more appropriately.
- Teaching Assistants (TAs) may be allocated to work with the child for some 1-1 or small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Reasonable adjustments are put in place to not put a child at a substantial disadvantage as soon as is reasonably possible.

The school environment is accessible as:

- Ramps into school make the building accessible to all.
- A toilet adapted for access suitable to those with additional physical needs, including wheelchair users.
- Doors which can allow all access to the main entrance of the building with internal doors which also facilitate access.
- We have an up-to-date Accessibility Plan, which is available via the School Office.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as:

- BEAM
- Sensory Circuits
- Social Skills
- ELSA
- Pre-Teaching
- Precision Teaching
- Zones of Regulation
- Alpha to Omega

Teaching assistants will support pupils on a 1:1 basis or in a small group in core learning such as Writing, Maths and Reading.

We work with the following agencies to provide support for pupils with SEN, their families and school staff. The agencies used by the school include:

- Fortis
- Marlborough Outreach Team
- Andrew Green, Speech and Language Therapist

- Gemma Easom, Specialist Dyslexia Tutor and Assessor
- NELFT
- Emotional Wellbeing Team

9. Expertise and training of staff

At Delce Academy, we believe having knowledge develops understanding which ultimately improves teaching practice and provision for children. All staff receive training regarding different areas of SEN, these have included sessions on:

- Dyslexia
- ADHD
- ASD
- Fine Motor Skills
- Social, Emotional and Mental Health
- Trauma
- Reading
- Scaffolding
- Targeted Questioning
- De-escalation

Additionally, we have Teaching Assistants who are able to support children with social, emotional and mental health needs as well as speech and language and communication difficulties.

10. Securing equipment and facilities

As a school, we know that resources are an important support for those children with special educational needs. The SENCo will hold overall responsibility for resources across the school and manage these were required. When new resources are required, the SENCo will order and manage these new resources.

Where staff feel resources are required, the SENCo will use their judgement to decide if this resource is the most appropriate including using professional discussions, observations and further assessments.

11. Evaluating the effectiveness of the SEND provision

Provision for children with additional needs is evaluated in a variety of ways:

- Use of a provision map to measure progress and achievement
- Evaluation of Individual Education Plans 3 times a year
- Holding annual reviews for pupils with EHC plans
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress
- Use of pupil/parents interviews/questionnaires
- Monitoring by SENCo

12. Enabling SEND pupils to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including after school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils on admission complete an individual meet the teacher with additional meetings with SENCo and Inclusion Team where relevant. Additional risk assessments when required for school trips and visits to enable all to access school events. Lift access to support those with disabilities getting to all levels of the school. Our school accessibility plan is available on our website here.

13. Support for improving emotional and social development

Emotional and social development is an intrinsic part of our teaching at Delce Academy. Through RHE lessons and whole school assemblies we support the emotional and social development of the children. We use Zones of Regulation to support our children to understand their own emotions and use strategies to regulate these.

Where further support is required, our Inclusion Team meet and discuss the most appropriate support including but not limited to: ELSA, Draw to Talk, Check ins, Nurture.

Where incidents occur or accusations of bullying are made, it is key to understand the child's voice, view point and perspective. To do this, children are supported to write statements. This support will be specific to the child and dependent on their literacy level and communication skills.

14. Supporting pupils moving between phases and joining or leaving the school

Delce Academy understands what a stressful time moving schools/classes can be, therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- Meetings between SENCO of Infant and Delce Academy
- Additional Parent Meetings Prior to joining
- Additional visits to Delce Academy
- Additional meetings between SENCo of secondary school and Delce Academy

15. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details for further information

At Delce Academy, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If you have any questions or concerns, we ask parents to contact the following:

Class teacher - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.

Inclusion Leader/SENCO - Should you wish to discuss your concerns further; you could contact the Inclusion Leader (James Palmer) by making an appointment at the School Office.

Headteacher - If you still have concerns regarding the provision for your child, then please contact our Headteacher who will investigate your concern.

Chair of Local Community Council - In the unlikely event your concern is not resolved, then please make contact with our Chair of LCC in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

17. Services to support parents of pupils with SEND

At Delce Academy, we value our parents of SEND pupils and their voice in their childs progress and support. We offer:

- Weekly drop in sessions with the SENCO
- Termly coffee mornings with external professionals
- Additional parents evening meetings including the SENCO
- Meetings 3 times a year for those children with Individual Educational Plans (IEPs)

In addition to this, in Medway there are several services available to parents:

- Medway SENDIASS
- Medway Parent and Carer Forum
- Medway SEND Information Hub

18. The local authority Local Offer

Our contribution to the local offer is here.

Our local authority's local offer is published here.