

# Duke of Lancaster School

## SEND information report

May 2024

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, page 106 6.79

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## Introduction - Kinds of SEND provided

Duke of Lancaster is a state funded special school for students with Communication and Interaction needs which opened in January 2022. Students attending Duke of Lancaster 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 - Special Needs and Disabilities Academy Trust

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:

- Chalk Hill – Sudbury. Residential Pupil Referral unit for students in Key stages 2 and 3 <https://sendat.academy/chalkhill/>
- Duke of Lancaster – Opened January 2022, new special school in Fakenham for students with communication and interaction difficulties. <https://sendat.academy/dukeoflancaster>
- 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 MLD. It has 204 places from 5-18 (including sixth form) and 23 residential places. <https://sendat.academy/Priory/>



- Mount Road is a specialist class for students with ASD and challenging behaviour. The class is based at Priory school.
- Priory Aspire is additional space for students who have difficulty with groups and mixes of children. Usually with co-occurring MLD and SEMH. This unit opened in January 2022. 
- 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. 
- Stone Lodge Academy in Ipswich has 175 students ages 5-16 with complex MLD. <https://sendat.academy/stonelodge/> 
- Sunrise Academy – joined SENDAT 1<sup>st</sup> April 2022. Sunrise is based in Lowestoft and works with students with Social, Emotional, and Mental Health needs. <https://sendat.academy/sunrise/> 
- Peile- Opened 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/> 
- SENDAT Outreach providing support to mainstream schools. For further information please visit <https://sendat.academy/outreach/> 

**SENDAT provision supports students and families across Suffolk and Norfolk**

For more information visit <https://sendat.academy>

## Statement of Intent

- Our vision is to develop well-rounded individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.
- We believe that high quality education is best achieved when the needs of each individual pupil – social, emotional, spiritual and educational – are considered to be paramount. Through focusing on pupils as individuals, we will aim to tailor challenging and enjoyable educational programmes to directly meet their needs and to truly personalise learning.
- We will work with each pupil, their parents / carers and other professionals to understand, and work to overcome, each pupil's 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 academy school to enhance the range of experiences available to our pupils and offer them increasing opportunities for personal, social, intellectual and physical development through both our day and residential provision. Linked to this, we will continue to work with the wider community to ensure Duke of Lancaster has central place within it.
- We believe that improving the quality of education will be an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology to provide new opportunities for learning and teaching.
- We intend to ensure that SENDAT will continue 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 disability equality.

## Policies for young people with SEND and assessing their needs

Our policies are available for download from the Trust website <https://sendat.academy>. Links are available from the school website.

## Consulting parents of children with SEND and involving them in their child's education

We recognise that most parents live too far away from school to bring their child to and from school. This can mean that parents can feel more disconnected from school. The Home-School diary is a key form of communication. This is further supported with:

- Newsletters are available from our Arbor parent portal and printed copies can be sent home on request
- School website – <https://sendat.academy/dukeoflancaster/>
- Arbor parent portal and email is our main method of communication with all parents
- Class Dojo mobile app and website is used widely in the school

All students and their families will receive a termly report on progress which contains information about effort and progress in all subjects as well as progress towards achievement as outlined in the Education Health Care Plan (EHCP). This is followed up by a termly Academic Review Meeting with staff which also provides opportunities to meet with college provision, a range of services and other providers of support for children and families.

There are 4 formal points of consultation:

- Parent and Carer Academic Review Meetings - 3 times a year
- Annual review of Education Health Care (EHC) plan

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 phone calls immediately, but they will get back to you or you will be able to make an appointment to speak with staff.

School phone number: 01328 800880

### **Supporting parents and families**

We understand that having a child with additional needs can often be challenging. We arrange sessions for parents to meet other parents in an informal manner. Sometimes these sessions have a presentation or discussion led by school or invited agencies and, at other times, there is a more open forum. The Family Support Team organise these sessions, usually once a term.

We employ two members of staff as Family Support Workers who form the Family Liaison Team and coordinate events to engage and support parents and families. Our Family Support Workers are Mrs. Daniells and Mrs. Agent.

### **Arrangements for consulting young people with SEND and involving them in their education**

Students are consulted and involved in their education through:

- The students are supported and encouraged to take an active part in their annual review meeting. 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 meeting.
- The School Council meets regularly and is represented by every class. The class representatives are voted annually and a School Council Leader is voted in by students following the establishment of the council.
- 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.

### **Arrangements for assessing and reviewing student progress towards outcomes**

Students are formally assessed three times a year and presented to families as a developmental report. The progress is discussed with parents and carers at consultation evenings and annual reviews based on the Individual Learning Plan (ILP). New students will complete baseline assessments 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 (ILP) set small steps of aspirational progress termly for students. These are reviewed regularly and discussed at the Annual Review meeting and parents and carers are able to contribute ideas and targets to this document. The targets are described for the year but are flexible to respond in any changes in progress or circumstances. These can be discussed at consultation evenings or by appointment.

## Arrangements for supporting transition 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 to other provision can feel anxious and are apprehensive about changes. For all new students to the school, we offer transition arrangements that include our staff visiting new students in their present school, visits to Duke of Lancaster School with parents and often with staff from the school and taster sessions. *In exceptional circumstances, like the recent pandemic, we may not be able to accommodate visits to other provisions or on-site visits but have added a range of videos and an [interactive virtual tour](#) to the school website to help support developing an awareness of the school environment.*

Students moving between key stages experience a transition package including taster lessons with new teachers and tours of the learning areas. The last week of the summer term is our Transition Week when all students move to their new classes in preparation for September.

From Year 9 (age 14) the annual review meeting includes the development of a transition plan known as a 'Preparing for Adult Life' Plan. This is drafted in consultation with the student and their parents or 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.

Duke of Lancaster is seeking to, and is beginning to establish, close links 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 are beginning 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 School is not best at meeting the needs of an individual 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 managed through the annual review processes and always takes into account the views of parents or carers. Where a student moves from Duke of Lancaster School to another provision, we will work closely with the new provision to provide opportunities for safe and supported transition.

## Approach to teaching children and young people with SEND

There are many approaches that staff use, and the school continuously explores the latest research and innovative ways of engaging with and teaching students. There are some basic elements which characterise teaching and learning at Duke of Lancaster School and these include:

- Small classes, usually between 6-9 students.
- High ratio of staff to students, usually 1 teacher and at least 1 support assistant per class
- Differentiation of the lesson content, resources and teaching 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 confidence that they can be successful in learning
- Consolidation/repetition of learning, usually in different contexts or situations 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, a variety of school-based extra-curricular activities and trips and visits (including residential trips and trips abroad)

### **Adaptations made to curriculum and learning environment of students with SEND**

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 is 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 SEND** including how specialist expertise will be secured.

Duke of Lancaster School caters for a broad range of communication, interaction, and learning 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 which is part of the ongoing training through the professional development training days and through the appraisal system they can access other relevant areas of training. The School Development Plan sets out the main themes of training for 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
- International training, where we have been able to secure additional funding, training has on occasion taken place in Europe.

Additional and specialist expertise links include access to trained therapists:

- Occupational therapy (OT)
- Speech and Language Therapy (SALT)
- Physiotherapy (Physio)
- Educational Psychology (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Disability Nursing Team and the Behaviour Support Nursing Team
- Local Authority specialist advice

### **Evaluating the effectiveness of the provision made for children and young people with SEND**

As all students at Duke of Lancaster School have an EHC plan, the effectiveness of the whole school reflects the quality of SEND effectiveness.

Duke of Lancaster School is establishing robust systems at all levels to reflect on and evaluate the effectiveness of the provision. This runs through from teachers to senior leadership and governance.

We are proudly part of SENDAT, a multi academy trust. Governance teams are well trained and informed. Directors are responsible for the whole SENDAT Trust. The Duke of Lancaster School Local Advisory Board (LAB) is delegated responsibility for the curriculum and standards. Full details

of Governance teams are available on our websites <https://sendat.academy> and [Governance – SENDAT Duke of Lancaster](#)

Member of governance receive regular reports including half-termly detailed reports, School Self Evaluation and the Trust Development Plan which includes each separate provision of the Trust.

The SENDAT Trust engages consultants as appropriate to provide impartial advice.

### **How are students enabled to engage in activities?**

There is a broad range of activities available and careful consideration is given to ensure that there are engaging physical activities for students who do not normally enjoy physical activity. The curriculum is supported with many educational visits. These are local, national and European-wide opportunities. *In exceptional circumstance, like the recent pandemic, not all activities have been able to go ahead.*

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

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

We have a strong belief in offering residential experiences.

Examples of activities and visits include:

- Parks/Nature Reserves
- KS3-4 Wales trip
- Lunch time and afterschool clubs
- Cycling
- Work experience
- Museums
- Independent travel training
- Parks/Nature Reserves
- Sporting competitions
- Visits to places of work
- Canoeing
- Sailing
- Horse riding
- Swimming
- Orienteering /Geocaching

## **Pupil Premium**

Duke of Lancaster School makes good and innovative use of Pupil Premium funding. It supports many trips, additional resources, and training. It also covers the cost of free school meals. A report on how Pupil Premium funding is used will soon be available on the school website.

## **Scouts**

Duke of Lancaster has established a Scouts group at the school and intends to offer scouting opportunities to all students through weekly enrichment opportunities. 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. The majority of students at Duke of Lancaster travel to school in taxis managed by the Norfolk Transport Team.

Please see their website: [Special educational needs transport - 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 SEND and includes measures to prevent bullying.

All students receive PSHE (Personal Social Health Education) and, in addition, they have daily tutorial time. The smaller class sizes means that all staff have time to get to know students well and support them appropriately.

Staff training is updated regularly and includes safeguarding issues. There is a clear system for referring students for further support. Initially, in-house support (also known as early help) which may include additional mentoring time with the tutor, time with student specific emotionally available or Trusted Adults and support from Safeguarding Leads along with the Family Support Team. All staff receive training for Trauma Informed practices.

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 activities for those students who require additional support to socialise appropriately.

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

Activities are planned weekly and include physical and thinking play.

Duke of Lancaster embeds trauma and attachment informed approaches within the culture of the school. All staff have received Trauma and Mental Health informed training which enables them to respond to the needs of the students and families without judgment and with empathy. All staff understand that children and young people who have experienced adverse childhood

experiences my display behaviours which can be a barrier to learning. Staff are aware that secure relationships are essential for healing the children's minds, brains and bodies, they use key conversational skills to help the children and young people make sense of what has happened to them and help them to move forward. Duke of Lancaster has Trauma and Mental Health informed Practitioners (Level 5 Diploma) who have completed the 11-day Trauma Informed Schools UK course, equipping them with greater depth knowledge and skills to support the children and young people they work with.

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

Duke of Lancaster School works closely with a range of other professionals. Safeguarding is of the highest priority. All the Senior Leadership team take active roles to ensure robust safeguarding measures and procedures are applied consistently. The Safeguarding leads take the lead role in working with social care alongside the Family Support/Medical Lead.

The Head of School is the designated teacher responsible for Looked After/Children in Care and ensures that these students are not disadvantaged and that regular reporting to the Virtual Head takes place.

### **Arrangements for handling complaints**

Duke of Lancaster School and the SENDAT Trust wish 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.

## **Key Contacts**

### **Admissions**

Admissions for all SENDAT schools are through the Local Authority. We have an admissions team to manage admissions and annual reviews.

Please see <https://sendat.academy/admissions/> for further information

Email: [sendservices@sendat.academy](mailto:sendservices@sendat.academy)

### **Senior Leadership Team**

Mr Lawrence Chapman	SENDAT CEO
Ms Bianca Greenhalgh	Executive Headteacher
Ms Vicky Yarham	Assistant Head of School
Mr Saul Rice	Assistant Head of School

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